









GENERAL (REPORT



*N<sup>o</sup> 19<sup>o</sup>*

PUBLIC INSTRUCTION)

*N<sup>o</sup> 19<sup>o</sup>*

BENGAL

(1871-72.)

WITH APPENDICES.

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No. 1201.

FROM C. BERNARD, Esq.;

*Offg. Secretary to the Government of Bengal,*

GENERAL DEPARTMENT (EDUCATION),

TO THE DIRECTOR OF PUBLIC INSTRUCTION.

*Dated Calcutta, the 10th March 1873.*

SIR,

I AM directed to acknowledge the receipt of your endorsement No. 956, dated 10th March 1873, forwarding in original a letter from the Inspector of Schools, Presidency Division, together with a copy of the report of public instruction for the year ending 31st March 1872.

2. In reply I am to state that the review on the report will be taken up at once. In the meantime I am to request that you will be good enough to convey to Mr. Woodrow the expression of the Lieutenant-Governor's thanks for the trouble he has taken in drawing up the report in question.

I have the honor to be,

SIR,

Your most obedient servant,

C. BERNARD,

*Offg. Secretary to the Govt. of Bengal.*



No. 1569.

FROM H. J. S. COTTON, Esq.,

*Offg. Asst. Secretary to the Government of Bengal,*

GENERAL DEPARTMENT (EDUCATION),

TO THE DIRECTOR OF PUBLIC INSTRUCTION.

*Dated Calcutta, the 22nd April 1873.*

SIR,

In reply to your letter No. 1262, dated 28th March 1873, I am directed to convey the Lieutenant-Governor's sanction to the publication of the report on public instruction for the year ending 31st March 1872, which accompanied your previous endorsement No. 956 of the 10th March 1873.

have the honor to be,

SIR,

Your most obedient servant,

H. J. S. COTTON,

*Offg. Asst. Secretary to the Government of Bengal.*



## RESOLUTION.

### GENERAL DEPARTMENT.

#### EDUCATION.

*Calcutta, the 19th May 1873.*

READ—

The Annual Report on Public Instruction in Bengal during the year 1871-72.

Read also—

The Commissioners' annual reports upon the progress of education in their divisions.

RESOLUTION.—The report on public instruction is written by Mr. Woodrow, who officiated for three months during the Director's absence on privilege leave. It did not reach the Government until eleven months after the close of the year to which it refers. During these eleven months there has been much doing in the Bengal Educational Department; a report on those transactions will soon be due; the educational chapter of the recent Bengal Administration Report has touched upon most of the measures and moot questions of the year 1871-72; the progress of education in most of the provinces of Bengal has already been reviewed in the Government resolutions on the Commissioners' education reports. The Lieutenant-Governor will therefore review the present report briefly. His Honor's best thanks are due to Mr. Woodrow, the late Officiating Director of Public Instruction, and to some of the Inspectors, for the care with which the report has been drawn up; he is confident that the detailed account of the present state of education in each district will be of very great use to the school committees, in whose hands the initiative in educational administration will now lie.

The Lieutenant-Governor cannot proceed to review the report without again expressing his deep sense of the loss which the Educational Department of Bengal has sustained by the death of Mr. R. L. Martin, who was carried off in a few hours by an attack of cholera, which he caught when



inspecting schools in Howrah. Mr. Martin's report in the present volume shows how great a loss the Government has sustained.

The Lieutenant-Governor much regrets that since the end of the year under review Baboo Bhuddeb Mookerjee, Inspector of the Rajshahye Circle, an officer who has done much good service in behalf of education, and especially in behalf of primary schools in Bengal, should have fallen ill and should have been compelled to retire, temporarily at any rate, from active work.

2. Page 36 of the report shows the number of schools and scholars in Bengal to have been—

	On the 31st March 1871.	On the 31st March 1870
Government aided schools ...	4,228	4,412
Scholars at Government aided schools	163,854	166,140
Unaided schools counted ...	.....	10,909
Scholars at unaided schools counted ...	.....	169,953
Total of all schools ...	4,228	15,321
Total of all scholars ...	163,854	336,093

Unaided village schools now appear for the first time in the educational statistics of Bengal; but, as Mr. Woodrow acknowledges, his figures are imperfect. So far as the census figures give us light upon this subject, there seems ground for believing that there are at least 18,000 or 20,000 indigenous primary schools in Bengal. If this be so, then the total number of children under instruction of any kind in Bengal would be above 450,000, or nearly 1 to every 150 souls of the population. This proportion is in truth miserably small. We have no statistics to show for considerable areas of country what proportion of the people can read and write. We have, however, the following results of the educational census taken in different parts of the country, namely:—

A census of 35,000 souls in a rural tract of the 24-Pergunnahs showed that  $4\frac{1}{2}$  per cent. of the people could read, write, and count.

A census of 178,000 souls in the Nuddea district showed that  $2\frac{1}{2}$  per cent. of the people could read and write.

A census of Calcutta and its suburbs showed that out of a metropolitan population of 892,429 souls, 156,281 (or nearly 18 per cent.) could read and write, or were under instruction.

In Calcutta and its suburbs one-eleventh of the educated people were females, the remainder being males. In the rural tracts there were scarcely any educated women at all. In the 24-Pergunnahs tract only 6 women could read or write out of a total of 17,407 females of all ages. This utter and complete absence of all education among the women of rural Bengal is a difficulty with which neither Government nor private bodies are as yet able successfully to contend. Only 9,518 girls are shown by page 36 of the report to be under education in Bengal, and each school-girl's instruction costs nearly double as much as each school-boy's, though the education of girls is nowhere carried nearly up to the standard of boys' schools all over Bengal.

3. Mr. Woodrow's analysis of the increases and decreases of the several classes of schools and colleges shows that the law classes have decreased in numbers, while the pupils of the Engineering and Medical Colleges have increased. The only notable and regrettable decrease is that of the 74 aided English middle schools. The Lieutenant-Governor is not quite satisfied that the Ganges floods sufficiently account for the closure of 14 per cent. of the aided English middle schools of Bengal, and he would be glad that the Director should look more closely into the fact and causes of this decrease in his report for 1872-73. The Lieutenant-Governor does not fully accept Mr. Woodrow's account of the reduction of the 3rd and 4th year classes at the Kishnaghur and Berhampore Colleges. The classes were not closed because they "did not pay." No Government colleges, and very few Government schools, pay their way. The fact was that the senior classes at these colleges had become so small that their cost was out of all proportion to the good they did; money was greatly wanted to institute classes in practical and physical science at Government colleges; funds for this purpose could not be taken from the very insufficient allotment for primary schools; and so, by reducing the costly and comparatively useless senior classes at these two colleges, funds were made available for opening science classes at all the colleges in Bengal. At one time indeed it had been proposed that the cost of colleges should be greatly reduced, and funds thereby found for promoting primary education; but the Lieutenant-Governor, after considering the subject very fully, found himself unable to carry far this policy. The reduction of colleges went no further than was required to over the cost of science classes at colleges and to do justice

to the Hooghly endowment; and considerable, though still lamentably insufficient, funds for primary schools were found, temporarily at any rate, by savings in other directions.

4. The table showing the distribution of expenditure during the year makes—

	Rs.
The total expenditure from the Government treasury for the year was .....	18,14,037
The Government grant for the year less by the estimated receipts from fees .....	20,27,870

So that the Educational Department spent Rs. 2,13,000 short of the grant allotted to it for the year. The largest savings were under the allotments for—

Grants-in-aid,  
Government Colleges,  
Government Higher Schools,  
Direction and Inspection.

It is satisfactory to find that very nearly the full Government grant was spent on primary education.

5. *Colleges.*—The decrease in the number of undergraduates at Government colleges in 1872 was  $4\frac{1}{2}$  per cent., and at aided colleges 9 per cent. on the numbers for the year 1871. The Presidency College, the Medical College, the Engineering College, the Free Church College, and the General Assembly's College, had a larger number of undergraduates than in the preceding year. The number of under-graduates at the Sanskrit and Berhampore Colleges continues to be exceedingly small. The High School, or school with two years' college classes at Cuttack, continues to do well. During the last year two other second class colleges on the same footing have been endowed by private liberality at Rajshahye and Midnapore. These high schools are taught and managed entirely by Native masters, and are very much cheaper than the ordinary Bengal colleges. It remains to be seen if they can compete successfully with the much more costly second class colleges at Berhampore and Kishinaghur, where the Principal is a highly-paid European officer, and where the second Professor receives a larger salary than the Head-Masters of the High Schools at Cuttack and Gowhaty.

6. *Higher Schools.*—The principal test of the success of the higher schools which Government maintains in almost every district of Bengal is the University Entrance Examination. The collegiate schools, which have the advantage of the supervision of European officers, are on the whole the most successful. It is very satisfactory, however, to find that next to the seven best collegiate schools, five of which are in Calcutta, the Pogose School at Dacca, a private institution receiving no aid from Government, was the most successful in Bengal. At a very short interval comes the Metropolitan Institution, a self-supporting unaided school in Calcutta, managed wholly by Natives. The success of the higher school in a remote and backward district like Mymensing is satisfactory. The table at page 17 of the report shows that excepting the town of Calcutta, where there are many efficient higher schools, the district of Hooghly is by far the foremost district of Bengal in education. Its one-and-a-half millions produced 102 successful candidates for the Entrance Examination; three other districts only produced more than one-fifth of that number; and one district only, the 24-Pergunnahs, produced half as many successful entrance candidates as Hooghly.

7. The statistics offered at pages 24—26 of the number of Mahomedans who pass University examinations are indeed matter for much regret. The fact that the proportion of Mahomedan under-graduates has been steadily rising of late years is so far satisfactory, as is also the Inspector's statement that Mahomedan boys are gradually creeping to the tops of their classes in the schools of Eastern Bengal. It seems, too, that the Government colleges and higher schools are more acceptable to Mahomedans than aided institutions of the same calibre. The Lieutenant-Governor apprehends that Mahomedans form in Eastern Bengal a different social stratum to what they do in the North-Western Provinces or Behar. In these latter provinces they amount to one-sixth or less than one-sixth of the population, and many of them belong to the middle and well-to-do classes; they therefore hold their own at the higher schools and in the Government service. In Eastern Bengal, on the other hand, Mahomedans are found mainly among the ryots and the lower classes of the people, and they form from one-half to four-fifths of the population of the eastern districts; they attend the primary schools largely, but very few of them are found in the higher schools or college classes.

8. The Lieutenant-Governor has considered the interesting figures and remarks offered at pages 32—34 of Mr. Woodrow's report; but he cannot admit the fairness of the reasoning that because two-thirds of the boys in the higher and middle schools are in the lower classes of those schools, therefore two-thirds of the money spent on such schools must be held to have been spent on primary education. The tables at pages 35 and 41 of the report show that the total cost of each boy at a primary school is about Rs. 3-5 per annum, while the cost of each boy at the higher and middle schools is about Rs. 15-11 per annum. We can hardly therefore take credit for devoting two-thirds of our higher and middle school expenditure on primary education when it is clear that if the money were to be spent exclusively on primary schools, it would pay for teaching nearly five times as many boys as it now does.

9. *Normal Schools.*—The notice of the Normal Schools at pages 50-51 of the report does not state how many certificated pupils were produced at the higher and lower class normal schools during the year; nor is it stated how many of the certificated pupils really take to the profession of teaching. The Lieutenant-Governor finds, however, from passages in the different district reports, that most of the passed students of the lower normal schools really do take up village schoolmasterships as soon as they leave the normal school. The late Mr. Martin's account (page 37) of the work done by the Midnapore normal scholars after their training was completed is most satisfactory. Out of 239 persons who have passed out of the Government normal schools, all but nine have opened schools in Midnapore or in neighbouring districts. But the reports are not so full regarding the employment of scholars from the higher class normal schools, and it is regarding this class of normal schools that the Lieutenant-Governor has most doubts.

10. *Fees payable at Government Schools and Colleges.*—Mr. Woodrow correctly states (page 65) the intentions of Government in the order which invited attention to the subject of school fees. The Lieutenant-Governor certainly does not think that the fees at Government schools can be usefully or properly raised; he has at times feared that the fee of Rs. 3 and Rs. 4 a month taken at the Government higher schools is too high with reference to the value of money and the means of the people of this country. He has only acquiesced

in the Rs. 12 fee paid by the students of the Presidency College, because the college is already very full, if not over full; it is very costly, and education thereat is much prized. Looking to the relative value of money, he considers that the Rs. 12 a month fee *for tuition alone* at the Presidency College would be equal to a fee of about £100 in England; while the fee of Rs. 3 or Rs. 4 a month at the higher schools would correspond to a fee *for tuition alone* of about £25 or £30 in England. Such rates in England would be certainly very high, and the Lieutenant-Governor is quite clear that our rates cannot be raised. It is only owing to our exceedingly liberal system of Government scholarships that the high fees are rendered tolerable to the middle and lower classes. But the Lieutenant-Governor has urged on the Educational Department and on school managers that the high fees taken from boys in the lower classes of Government schools should, if possible, be reduced; and he has on several occasions invited the Committees of zillah schools to spend their surplus funds in reducing the rates of school fees. Mr. Clarke's account (page 260) of the effects of raising the Chittagong school fees is, the Lieutenant-Governor believes, substantially correct. The interesting details given by Baboo Radhica Proshad Mookerjee of the large private school in Calcutta show that the fee rates taken by Native managers of these large and successful institutions are considerably lower than the rates at most of the Government higher schools at the head-quarters of Bengal districts. The report does not show what rates of fees obtain at the successful Pogose School at Dacca. The Behar Scientific Society, it is observed, puts the fees at its schools at a quarter the amount of the fees taken in the neighbouring zillah schools. The account of the great Calcutta unaided schools confirms the Lieutenant-Governor's view that our higher school fee-rates are often too high; and His Honor hopes that the District School Committees will apply the surplus funds of their higher schools to reducing the fees, beginning their reductions with the lower classes.

11. Mr. Woodrow's sketch (pages 77—83) of the growth of the school-book literature in Bengal is very interesting; and his inference seems fair that schools and school-boys must have increased enormously since 1853, when there were hardly any school-books; whereas now a single edition of a Bengali school-book runs occasionally to 100,000, and often to 5,000 or 10,000 copies. Mr. Woodrow

shows the cost of school-books to be, when the cheapest editions are used,—

Rs. 1½ or annas 4 a year for a primary school course.

„ 16½ or nearly Rs. 3 a year for a middle vernacular school course.

„ 30½ or about Rs. 5 a year for a middle English school course.

„ 49 or about Rs. 8 a year for a higher school course.

„ 31½ or about Rs. 16 a year for the First Arts University course.

„ 63½ or about Rs. 32 a year for the last years of the undergraduate course.

These charges, which exclude the cost of books of reference, such as atlases and dictionaries, form a very considerable addition to the cost of schooling in a poor country like India; and the Lieutenant-Governor trusts that all authorities will be careful not to add to the cost of schooling by using dear school-books or text-books. His Honor believes that the Calcutta School Book Society has done a great service to the cause of education by establishing all over the country agencies for the sale of books at rates very little above cost price. But he hopes that the Society will direct its attention to cheapening the elementary books in universal use. The Lieutenant-Governor recently sanctioned a grant to the Society of one-half the cost of a large edition of a Bengalee manual of practical science, on condition that it should be retailed at one-half the price at which the Society had intended to bring it out. He will be ready in this way to aid in cheapening approved vernacular text-books; and he has the less hesitation in so doing, because the School Book Society pays no dividend to any shareholders and makes no profits for any one except its customers. When the school-books have been revised by the committee now nominated at the instance of the Viceroy, we shall be better able to multiply cheap editions of really good and useful books.

12: Pages 85—93 of the report give an interesting sketch of the educational work done by the different missionary societies in Bengal. The table at page 44 shows that the cost of the Free Church College per pupil is lower than at any other Government or aided college in Bengal, while the cost per pupil of the General Assembly's College is the next lowest. The table at page 22 shows that the great schools attached to these two colleges are sixth and seventh on the list of successful higher schools in Bengal, while the college reports show that the Free Church College passed

more B.A. students than any college in Bengal except the Presidency College, and more First Arts students than any college except the Presidency, Hooghly, and Kishnaghur Colleges. On all grounds, therefore, the Free Church College may be congratulated on its very signal success. The summary at page 91 shows that 15,441 boys are educated at aided missionary colleges and schools in Bengal at a total cost of about Rs. 13 a head per annum, out of which sum Rs. 4½ represents the Government grant-in-aid. It is satisfactory to find that missionary schools are specially successful among the highland tribes of Chota Nagpore, Sonthalia, the Khasi Hills, and Darjeeling, where ordinary Government agency can least easily penetrate.

13. *Girls' Schools*.—Six-sevenths of the Government money spent on female education are given as grants-in-aid to Native-managed and missionary girls' schools and to zenana teaching agencies. Only 9,518 girls and women are reported to be under any kind of instruction out of a total population of 33,274,074 females. The zenana agencies in Calcutta are doing some good, and have several hundreds of girls and women under instruction. Outside Calcutta, Dacca, and a few large towns and head-quarter stations in Central and Western Bengal, there appears to be little desire for or attempt to obtain female education. But the Lieutenant-Governor quite acknowledges that at some places English and Native gentlemen have shown much interest and zeal in regard to little girls' schools, which he has been pleased to see.

14. *Government Colleges*.—The detailed reports of the several colleges show that the Presidency, Civil Engineering, and Medical Colleges have been successful during the year under review. The number of passed assistant engineers, sub-engineers, overseers, and sub-overseers, who are produced yearly by the Civil Engineering College, seems, however, small compared to the size of the classes. The smallest and most expensive college department in Bengal is shown to be that attached to the Sanskrit College. The Dacca College was less successful than usual at the University examination, and the college classes fell off during the year. The Patna College improved during the year in respect both of the number of its students and of their success at the University examinations. Out of the Patna College under-graduates, 40 were Bengalees and 37 were natives of Behar, while nine out of the 79 under-graduates were Mahomedans. The



Kishnagur College did very well at the University examinations; the Berhampore College did worse, both in respect of numbers and of University examinations, than any college in Bengal. The number on the rolls at, and the success of the students of, the several colleges during the year 1871-72 were as follows:—

Full Colleges teaching up to the B.A. standard.	Total number of students on the rolls monthly average.	Cost of each student per annum.	NUMBER OF STUDENTS WHO PASSED IN 1871-72.	
			The First Arts examination.	The B.A. degree examination.
		Rs.		
Presidency College ..	399	279	58	36
Hooghly ..	138	335	20	7
Free Church ..	122	184	11	11
Cathedral Mission College ..	100	314	15	7
Kishnagur College ..	105	340	19	5
Patna College ..	75	482	8	6
Dacca ..	103	357	9	5
General Assembly's College ..	70	231	4	7
St. Xavier's College ..	30	592	2	3
Berhampore ..	33	992	4	1
Sanskrit ..	26	620	3	..
London Missionary College ..	40	374	2	..
<i>Second class colleges (or high schools) teaching up to the First Arts Examination standard.</i>				
Gowhatti High School ..	12	432	3	..
Cuttack ..	19	283	6	..

15. The Lieutenant-Governor has recently reviewed most of the divisional educational reports, and he will not now review in detail the progress of education in the several divisions and districts as shown in the Inspectors' reports printed as Appendix A to the Director's report. He notices, however, the following points in the Inspectors' reports:—

#### BURDWAN DIVISION.

The late Mr. Martin's account of the way in which Deputy Inspectors do their work of inspection is in every way satisfactory. If the inspecting officers in all districts do their

work as honestly and are supervised as effectively as they were in the late Mr. Martin's circle, the Government grant for middle and primary education will be very well spent. Mr. Martin's remarks at page 7 of Appendix A, regarding the mistakes into which our trained village teachers fall, are earnestly commended to the consideration of every district committee and every inspecting officer in Bengal. If our improved patshalas are ever to form recognised institutions in Bengal villages, the teachers must at the outset deviate as little as possible from the accepted plans of teaching and of charging for tuition. The Lieutenant-Governor is glad to know that the patshala scholarship rules of October exactly and precisely meet the views held by so experienced an officer as Mr. Martin, and now set forth in the report which has been presented to Government after his death.

16. Mr. Martin's remarks (pages 18, 19, 20), as well as other notices in the several Inspectors' reports regarding the usefulness of night schools attached to ordinary patshalas, are recommended to the attention of the district committees and Magistrates.

The Lieutenant-Governor quite concurs in the view (page 11 of Mr. Martin's report) that Bengal school-boys should, after getting a rough knowledge of the geography of the world, learn first the geography of their own district and province before they proceed to learn the geography of Asia and of other continents. This particular point was strongly and sensibly urged on the national schoolmasters in England by Professor Huxley some few years ago.

17. The particulars given by Mr. Martin (pages 16—18) regarding the effect of the Burdwan fever upon the schools and school-boys are very distressing. The Lieutenant-Governor can only hope that the diminution of the fever which has recently occurred may be permanent. Meanwhile the Government is doing what it can to cure the sick and strengthen and set up the convalescents.

The Lieutenant-Governor notices with satisfaction the remarks of the Inspector and Deputy Inspector regarding the spread of girls' schools in Baycooran, which is educationally an advanced district. Girls' schools are so few and so expensive that the Lieutenant-Governor feels hardly able to make an allotment for scholarships tenable by girls; moreover, there are no "higher" girls' schools at which such

scholarships could be held. The patshalas' scholarships are few enough for the many village schools which the Government hopes shortly to have; and His Honor cannot recommend that any of the patshala scholarship money be devoted to girls' schools. Still, if the district committee of any district where girls' schools are really numerous and flourishing, desire to spend savings from the grants-in-aid allotment or from some other source on prizes or scholarships for girls, the Lieutenant-Governor would have no objection.

18. Mr. Martin's report on Midnapore shows how many flourishing schools in that district owe their success to the liberality and support of rich zemindars. The example of the Jharghaon Rajah, who, though an illiterate man, supports a first-rate school and "compels his amlah and retainers to send their boys to his school, and encourages the munduls of his villages to send their sons to reside at Jharghaon" for the purpose of attending school, will, it may be hoped, be felt in the surrounding districts.

19. Mr. Woodrow's analysis (page 49) of the cost of the very efficient higher schools supported by Government in the Hooghly district shows that in Calcutta and Hooghly good English schools can be self-supporting. The Lieutenant-Governor hopes that in process of time schools of this class may become self-supporting all over Bengal; that many schools and colleges may be endowed by private liberality, such as has been shown during the past year in the establishment of the high school or second class colleges at Midnapore and Rajshahye; and that more of the funds which Government can afford for education may be applied to aiding middle and primary schools all over Bengal. At present this desirable end has been attained or nearly attained in the Hooghly district alone, where the college is supported by a private endowment, and some of the best Government schools are self-supporting, and where the contribution of Government towards the cost of higher schools (Government and aided) only amounted to a seventh of the whole cost, the remainder being found locally by fees, subscriptions, and endowments.

The Lieutenant-Governor would wish to be informed more particularly of the circumstances under which the Government Model School at Hooghly, which is said (page 68 of Mr. Woodrow's report) to have been a very successful and self-supporting school, was closed in 1872.

## PRESIDENCY DIVISION.

20. The Lieutenant-Governor is much satisfied with the account given by Mr. Woodrow (pages 70-71) of the manner in which he and his deputy inspectors perform the work of inspection. He trusts that a complete system of inspection, such as Mr. Woodrow's and Mr. Martin's, may be maintained in all circles and in all districts. His Honor is glad to acknowledge that many of the deputy inspectors are valuable, hard-working officers, who have done a great deal for education in Bengal. Some of them have had the advantage of being stationary for many years in the same subdivision, where they frequently enjoy much influence and respect.

21. It is true, as Mr. Woodrow says, that a considerable sum of money is spent on education in the city and suburbs of Calcutta; but still, after all, the number of children under instruction in Calcutta is shown to be only 15,670 out of a population of 447,000 souls, of whom 142,000 are children under the age of 20 years. The number of primary schools in Calcutta is said to be only 38, at which 1,370 boys are under instruction; so that if this represents the whole lower education, the children of the lower classes must be even more wholly without the means of education in Calcutta than they are in the surrounding districts. The Lieutenant-Governor would hope that before long the Municipality of Calcutta may move the Legislature to permit the expenditure of some part of its large income on primary schools for the children of the Calcutta poor.

22. Mr. Woodrow's account\* of the higher normal schools at Hooghly and Calcutta, where each pupil costs Government Rs. 86 or 88 a year, shows that these costly institutions

\* This account is borne out by Mr. Ballon's and the Commissioner's account of the higher normal schools at Patna.

have been kept up for years past to enable young men, some of whom may become schoolmasters, to get a good practical education at the Government expense without being hampered by the requirements of the University course. Mr. Woodrow points out that in some subjects these higher normal schools teach up to the standard of the University First Arts Examination. This would be more satisfactory if the pupils were not paid for learning instead of paying as in other schools. The University is now beginning to admit

physical and practical science to a place in the ordinary Arts course; and it has been proposed that the University shall grant degrees or certificates for proficiency in one or more subjects without requiring every student to gain a smattering of a great number of subjects. When these schemes shall, in the fullness of time, be matured, the Lieutenant-Governor would hope that Government may be able to reduce the cost of its higher normal schools, and to trust to the University for a constant supply of teachers for higher and middle schools; the full sum available for normal schools can then be spent in training teachers for primary schools.

23. The Lieutenant-Governor observes that the Jessore district, in which heretofore there have been many more Government patshalas (primary schools) than in any other district of Bengal, is for its population educationally much behind the rest of the districts of the Presidency and Burdwan divisions. The report upon Jessore, and upon the other districts of Babu Bhudeb's circle, is not very full; but it is sufficient to show that the state of education in Jessore much needs the attention of the district committee and of the circle Inspector, Mr. Woodrow, if the district is to rise to the educational standard of Nuddea and Western Bengal.

### RAJSHAHYÉ DIVISION.

24. The report for the districts of this division is meagre, but the Commissioner's letter of the 1st August 1872 has partly supplied the shortcomings of the Inspector's report. Babu Bhudeb's remarks (pages 141—143) upon the good and bad points of the indigenous Bengali patshala are recommended to the consideration of all inspecting officers. The Lieutenant-Governor fully accepts, and has indeed already acted upon, the view that our best hope of educating the masses is to improve the indigenous patshalas, and to make them the foundation of our schemes for primary education.

The ill-health of the late Inspector of the North-East Circle, who, some months before he went on leave, entirely failed to do what was required of him, appears to be the cause of the extreme meagreness of the reports for Dinagore and Rungpore. The available statistics of unaided patshalas have not been used, and the figures for those districts convey no idea of the real state of education therein.

The Lieutenant-Governor has elsewhere expressed his view that an officer whose health made him so unfit for work as Mr. Bellett was, should have taken leave and made way for a successor who could do the duty.

25. In the Rajshahye district the number of unaided indigenous patshalas, if correctly reported, is very low. The scanty success of the aided English schools, supported by liberal zemindars, is remarkable; and it will be interesting to see if these schools become more successful hereafter. The proportion of Mahomedan pupils at the middle and primary vernacular schools of the Rajshahye district is larger than anywhere else in Bengal. About one-half the pupils, and a considerable proportion of the teachers at schools of both these classes, are Mahomedans; and it may be hoped that the proportion of Mahomedan school-boys will increase, inasmuch as 80 per cent. of the population of the district profess the Mahomedan faith. The proportion of Mahomedan school-boys in the Pubna district, where Mahomedans constitute the bulk of the population, is extremely small. The report shortly due will show whether the extension of the patshala system to Pubna will, as the Inspector hopes, bring Mahomedan boys to the Government schools.

### COOCH BEHAR DIVISION.

26. The report for the Cooch Behar division does not convey any information regarding the state of its schools. The increase in the attendance at the Darjeeling aided mission schools is so far satisfactory, but the Lieutenant-Governor would have been glad to know what proportion of the pupils are Lepchas, Bhutechs, or Paharis. He would hope, moreover, that the number of unaided schools in Julpigoree is larger than the report would show.

He would have been glad to know what support the Cooch Behar Maharajah's estate gives to schools in his great zemindaries, and what support the tea-planters are ready to give towards schools for the children of their coolies. The question of raising the status of the Julpigoree school can be referred by the district committee as soon as they have ascertained what support the great zemindars of the neighbourhood will give to the scheme.

## DACCA DIVISION.

27. Mr. Clarke's account (page 189) of the whole Mymensing zillah school having given up Sanskrit, now that it is no longer compulsory, because they have not time for so heavy a subject besides their English, Bengali, history, mathematics, and science lessons, is worthy of note. The Lieutenant-Governor sympathizes with the step taken by these overburdened people, which is the more important because Mymensing is shown (page 22 of the Director's report) to be the most successful Government school in Bengal after the Ooterpara school and the principal collegiate schools. The Lieutenant-Governor much hopes that the University may before long see fit to grant certificates and degrees without insisting upon students taking up so very many difficult subjects at once.

28. The Lieutenant-Governor notes Mr. Clarke's opinion that all persons belonging to the petty shop-keeper class and upwards can read, write, and keep simple accounts, while ryots, laborers, fishermen, coolies, boatmen, servants, &c.; can neither read nor write. Mr. Clarke's opinion, founded on several years' residence and travel among the people of Eastern Bengal, is entitled to much weight; but the Lieutenant-Governor would be glad to know how far this estimate is generally believed to be approximately correct. According to this view the educated and unlettered male (it is presumed that adult males alone are included in Mr. Clarke's distribution) population of Bengal proper would by Statement VI of the census report stand thus:—

Professional men, Government servants, persons engaged in trade and commerce, zemindars, putneedars, talookdars, &c., all able to read and write	580,000
Ryots, persons engaged in agriculture or service, and other adults not able to read or write.	10,896,000
Male children	6,659,000

By this reckoning little more than 5 per cent. of the adult males, or about  $1\frac{1}{2}$  per cent. of the whole population in Bengal proper, can read and write. The Lieutenant-Governor hopes that in reality matters are somewhat better than this, and that there are a good many of the ryot, servant, and artisan classes who have picked up some kind of education at indigenous patshahas; but he fears that in fact the absence of education is very great.

29. The Lieutenant-Governor notices with approbation the account of the Hunchadi girls' school, which a young married woman of good position has opened and teaches in her husband's house.

Mr. Clarke's views upon the subject of devoting the minor scholarship money to vernacular scholarships, and his arguments upon the subject (page 204), are worthy of the attention of school committees when the time comes for them to take their decision under paragraph 3 of the scholarship resolution of the 5th October 1872.

30. The Dacca Inspector's figures (page 205) do not show the unaided patshalas, although several of his deputy inspectors have reported upon the number of indigenous patshalas. The Commissioner's report of the 22nd August also makes no mention of unaided patshalas. The Lieutenant-Governor hopes that next year's report will show that the number of unaided patshalas and maktabas in the Dacca division is really considerable. The proportion of Mahomedans among the scholars and teachers of the Dacca schools is exceedingly small; and it is remarkable that the six Mahomedans who are employed as schoolmasters are teachers in higher schools; one of the six is a B.A., and is second master in the Pogose School, which, next after the seven best collegiate schools, is the most successful higher school in Bengal. It seems fair to conclude that Mahomedans, who thus make efficient teachers in higher schools, cannot be so unfit for masterships as the figures at page 211 would indicate.

31. The Lieutenant-Governor concurs in the Inspector's view (page 214) that if the people of a place choose to have a higher school instead of a middle or vernacular school, they have a right to select their own description or class of school. We may be the more ready to admit the exercise of this right, as Government does not raise, but rather lowers, its grant-in-aid as the calibre of the school rises. Still we must always bear in mind the tendency in such schools to spend most of the money on the higher classes.

32. The number of schools and scholars is extraordinarily small in the Furruckpore district, and the average daily attendance bears a smaller proportion to the number of boys on the rolls than in most other districts. But all the boys who are under the instruction described by Mr. Wells (page 227, paragraph 10,) are outside the figures offered in the present report.



The progress of the Government and aided schools in Mymensing has been certainly good, and the liberality of the zemindars is creditable to themselves and to the district.

The Lieutenant-Governor observes, with reference to the Inspector's paragraph 13 (page 245), that the Government cannot hope, with the small means at its command, "to produce primary education among the masses *all at once*." It hopes to make some small beginning of this great work, and His Honor shares the Inspector's belief that in Mymensing, as in other districts, the people are much more prepared to receive primary schools aided by Government than the Deputy Inspector of Mymensing apprehends. The views of this officer are controverted by the Deputy Inspector of Backergunge (page 238), who, with Mr. Clarke's concurrence, holds that any number of 5-rupee patshalas can be placed at once in most districts of Eastern Bengal. The Lieutenant-Governor hopes that the district committee will, with the Magistrate's advice, do what they can to enlist more Mahomedan schoolmasters in this large district, which, as Mr. Reynolds observes, is intensely Mahomedan.

33. As the Magistrate and Commissioner observe, Sylhet certainly seems to be educationally the most backward district in Bengal proper; the Lieutenant-Governor hopes that the large number of patshala grants recently sanctioned for Sylhet may be successfully placed. Sylhet, like Chittagong, is a district of well-to-do occupiers and small landowners, and should supply a large number of scholars for primary schools.

His Honor has already asked the Government of India, and he will repeat his recommendation, that a small percentage of the gross rental of khas mehals may be assigned by Government for the support of primary schools on its estates.

34. The absence of schools in a district like Cachar, which the British Government has now held for many years, in which there are some scores of resident European gentlemen, and in which many lakhs of English money are spent yearly, is very distressing. It seems from the Deputy Commissioner's letter that some of the educational funds granted to Cachar lapses annually. The Lieutenant-Governor trusts that the Deputy Commissioner and the committee will spend their funds to the best advantage, so as to make a beginning of some sort of education in Cachar. If the Deputy Commissioner finds it necessary to deviate in some respects from

the lines of the primary school resolution, the Commissioner can, in consideration of the peculiar circumstances of Cachar, sanction such deviation.

### CHITTAGONG DIVISION.

35. The Government schools in Chittagong are few and scantily attended, but the account given of the indigenous and unaided schools is very cheering. The facts recounted at paragraph 16 of Mr. Clarke's report (page 266) bear out the Lieutenant-Governor's view that the fees at our Government and aided schools are too high for the children of the lower and lower-middle classes of the people. It seems clear that the Government patshala grant will be very usefully spent among the petty landholders and yeomen of Chittagong.

In Noakhally also there are but few Government schools, but the census returns (if correct) show that the number of indigenous schools is larger for the population than in most other districts of Bengal, there being 9,275 schools in the district to a population of 7 lakhs. The success of the Noakhally private vernacular school, where Persian is taught, and at which there are 77 Mahomedan to 56 Hindoo scholars, shows that in one at least of the Mahomedan districts of Eastern Bengal Mahomedans can be attracted to a high class vernacular school if the languages they affect are taught thereat. The action taken by Mr. Harvey, manager of the Paikparah estate, in establishing 13 new primary schools on the estate, will, the Lieutenant-Governor hopes, be followed by the managers (European and Native) of great estates in other parts of Bengal. Mr. Harvey's plan of having both a gooroomahasoy and a moulvie at each school will doubtless be carefully watched by the Magistrate and the Inspector.

### PATNA DIVISION.

36. The Lieutenant-Governor has elsewhere remarked on the costliness of the arrangement whereby the expensive normal school at Patna pays stipends to "youths of good position" and prepares them for the University Entrance Examination within a few yards of the Patna College, where other students pay considerable fees for the same teaching. His Honor does not doubt that the Patna normal school teaching is good of its kind; but Government cannot afford

to pay stipends to lads who are being trained for the Entrance Examination, and the large grant to the Patna normal school must, as soon as arrangements can be made, be devoted to training teachers for primary schools in the several districts of Behar.

37. The Commissioner's report notes that whereas 5 per cent. of the population of his division, or 656,166 boys, ought to be at school, there are now only about 41,000 boys at school, of whom 16,000 are at unaided indigenous village schools. According to these figures only one boy to each 319 souls of the population in the Patna division is under instruction of any kind. In the district of Hooghly-with-Howrah, the proportion of school-going boys to the total population is about 1 to 45; so that Behar has a very great deal of ground to make up before it attains to the educational level of the best districts of Bengal.

38. The account given by the Deputy Inspector Suraj Mul Shere Ali of the indigenous schools (patshalas and makhtabs) of Behar is full and instructive; but the Lieutenant-Governor fully concurs in the Commissioner's remarks that "these schools of primary instruction are the machinery which, if possible, the Government should utilise in the attempt to introduce or to improve elementary vernacular education throughout Behar." The Lieutenant-Governor would draw the attention of district committees and Magistrates

"I annex from Mr. Fallon's report an estimate of the differences between the system followed in indigenous schools and Government schools. It is no doubt in its main features correct, and the defects of system pointed out are those which it will be the duty of the local committees and Deputy Inspectors to endeavour to mitigate; but it will be fatal to the Government scheme if an endeavour is made at once to substitute the system of Government schools for that on which indigenous schools are now worked. I think it cannot be too much impressed on those who will have to work the new scheme that patshalas are to remain patshalas; that maps, books, and furniture, are not the first requisites, neither are registers and a variety of subjects; but the essential point is to take advantage of such teaching of reading, writing, and arithmetic as we find in existence, and endeavour gradually to improve it, not to substitute something (better perhaps, but wholly different) which the people do not want, or, if they do want, cannot pay for." It is because I see in all these Deputy Inspectors' reports a tone of contempt and hostility towards the indigenous schools, which if persevered in will make it very difficult to work the Lieutenant-Governor's scheme with efficiency, that I think it necessary to bring the matter prominently to the notice of Government."

in Behar and other divisions to paragraph 21 of Mr. Bayley's report extracted in the margin. He much hopes that the Deputy Inspectors, as a body are too wise to despise the indigenous schools of their country. . Indeed, the reports from Bengal divisions show

fully that the Deputy Inspectors value highly these important institutions, and His Honor trusts that the same views may

spread among the subordinate inspecting officers of Behar, Orissa, and Assam. The remarks of the Commissioner and Inspector respecting the desire of the people to have Hindoe instead of Hindustanee taught in village schools will have been met by the Lieutenant-Governor's orders directing that Hindoe should be the language taught in Behar village schools, and that the Nagree character should be used in the court documents and papers which most concern the people.

39. The Inspector's account of some of the vernacular schools in and of the normal school at Gya is interesting. It is remarkable that in the Shahabad district, where the Mahomedans are only  $7\frac{1}{2}$  per cent. of the total population, Mahomedan pupils should bear to Hindoo pupils the following ratios in the several classes of schools:—

Higher school ..	142	Mahomedans to	33	Hindoes.
Middle English school ..	30	"	133	"
Middle Vernacular school ..	90	"	197	"
Primary schools ..	286	"	656	"

Possibly the figures (page 323) for the higher school may be inverted, but even then the proportion of Mahomedan scholars is very high throughout; and these figures show that where Mahomedans belong to the upper and middle classes, and where we have Mahomedan teachers and school inspectors, boys of that persuasion come to our schools readily enough, and without any special inducements. In the face of these figures the Lieutenant-Governor cannot admit the general applicability of the Inspector's remark that "Mahomedan bigotry and pride stand aloof from our schools."

The Commissioner's report shows that in all Behar the most active and successful promoter of education is a Mahomedan. Mr. Bayley writes: "More than all these, I think the thanks of Government are due to Syed Imdad Ali, whose exertions organized and kept together the Behar Scientific Society, and the Society's schools are doing a useful work throughout the division. He has, since the close of the year, started another school of the same kind at Gya, which is warmly supported in the district. It had over 100 pupils when it had only been in existence for two months, and is doing a good and useful work. The zillah schools have placed their minimam fee

'at one rupee; the Behar Scientific Society schools at 4 'annas." The Lieutenant-Governor fully believes that this Society is doing a great work.

40. It is satisfactory to learn from the Commissioner that "education has taken firmer root in Mozufferpore" than elsewhere in the division; for Mozufferpore is the capital of the most populous and richest district of the whole of India, a district where hundreds of Europeans reside, and whence several hundred thousand pounds worth of indigo and opium are exported annually. In some parts of the great district of Tirhoot the people are said to be extremely backward, and to evince a "sullen discontent" with the action of Government and its officers. The Lieutenant-Governor hopes that the very liberal grant recently made for primary schools in Tirhoot will be well administered, and that the great landholders and the indigo-planters will co-operate with Government in extending primary schools. In the district of Sarun, containing two millions of souls and a denser population than any district in Bengal except Hooghly, there are in all only 14 Government and 10 aided schools; 365 unaided indigenous schools were reported to be in existence at the census, and the Deputy Inspector reports that these unaided schools (patshalas and maktabas, as they are called) are improving. On a review of the figures of educational expenditure, schools, and scholars in Sarun and Chumparun, the Lieutenant-Governor fully sympathises in the Commissioner's regret that so little should yet have been done to promote education in these great and rich districts. He hopes that the patshala grant, the patshala scholarships, and the new grant-in-aid assignment, will be worked by the Magistrates and the district committees so as in some way to wipe off the reproach which rests upon the Patna division for its backwardness in educational matters. The Commissioner's account of the steps taken to establish primary schools on the great estates under the Patna Court of Wards is satisfactory, and the Lieutenant-Governor hopes that the next report may show that these measures have borne full fruit. The Board of Revenue have intimated their readiness to sanction reasonable expenditure from wards' income on primary schools. And the district committees will be able to apply such remedy as they may see fit to "the prevent defective system" described in the Commissioner's 27th paragraph, whereby vernacular scholarship-holders waste two-thirds of their time in zillah schools.

## BHAUGULPORE DIVISION.

41. This division is shown by Mr. Woodrow (page 59 of the Director's report) to enjoy a smaller educational grant, and to have fewer schools in proportion to its population than any part of Bengal. The detailed figures offered by the Inspector and the Commissioner fully bear out Mr. Woodrow's view.

In the three districts of Monghyr, Bhāugulpore, and Purneah, containing nearly four-and-a-half million souls, there are only 42 Government and aided schools, on the rolls of which are only 1,849 boys. The census returns show that there are about 928 unaided indigenous patshalas in these districts. If each of these contained ten boys, the total number of children under instruction would be about 11,000 boys, or about one school-boy to 409 souls. Further, the report seems to show that all the existing schools in these three districts, excepting those in the towns of Monghyr and Bhāugulpore, are in an inefficient state. We cannot hope that the Bhāugulpore division will recover its lost ground all at once, or that the rustics of Monghyr and the cowherds of the grass lands across the Ganges will suddenly take to education; but the Lieutenant-Governor hopes that the district committees will do their best with the patshala grants and the grant-in-aid allotment. By enlisting the aid of the many rich zemindars some beginning can surely be made; and even in Purneah there must be villages where Government patshalas would be welcomed. Much care and attention will have to be given to training men of the country to become efficient schoolmasters. The certificated teachers produced by the Bhāugulpore normal school, though few in number, appear, with only one exception, to have opened schools, or to have become schoolmasters. It is satisfactory to find that so many of the pupils at the Purneah training school are Mahomedans, for teachers of that persuasion must be very greatly wanted among the great Mahomedan population of the Kissengunge sub-division.

The only exception to the general backwardness of the Bhāugulpore division is the comparative progress in the Sonthal Pergunnahs, where the exertions of missionaries have, with some Government aid, succeeded in establishing a considerable number of efficient village schools wherein Sonthali is taught.

## ORISSA DIVISION.

42. In this division the Government already spends a good deal of money on education, but the peculiarity of Orissa is that the indigenous village school is there a much more universal institution than in any other part of Bengal. The Commissioner's report showed that there were 4,170 such schools in the division, and the present report shows that Orissa is at least as ready as any part of Bengal proper to receive and utilise the Government patshala grant.

The Lieutenant-Governor has recently reviewed the progress of education in Orissa at some length, and has expressed his satisfaction with the administration of the department by the late Inspector and the Commissioner. He notes that the great Government estate of Khurda does not appear to support any primary schools, and trusts that this may be remedied. He relies on the Commissioner and the district officers to see that bigoted Deputy Inspectors do not begin by improving off the face of Orissa the indigenous patshala which they so roundly condemn, but on which after all the scheme for educating the masses must rest. His Honor hopes that the excellent example set by the Maharajah of Dhenkanal may be followed in the surrounding chiefships and in the zemindarees of the coast. The Commissioner's report shows that in the Keonjhar estate the chief spends Rs. 1,442 a year, or nearly three per cent. of his gross revenues, on primary schools for his people.

At Cuttack, that most liberal of native gentlemen, the Maharajah of Vizianagram, proposes to found a school or college to which the sons of chiefs and others may be attracted.

## CHOTA NAGPORE DIVISION.

43. There seems to be plenty of room in this division for the extension of primary schools under the resolution of September 1872, although English schools are not in much request outside the head-quarter stations where the Government officials reside. The reverend missionaries at Ranchee and Chyebassa have already received the thanks of Government for the work they are doing among the Kols; if they succeed in training a sufficient number of Oraon and Moonda teachers for village schools, they will deserve the fullest

support which the district committees can give to their mission primary schools. The Lieutenant-Governor hopes it will turn out that Hazareebagh has a fair number of indigenous patshalas; he himself saw one very flourishing, unaided school of this kind in a village on the Grand Trunk Road. In Maunbhoom, where the people are more than half Bengalees, the Government patshala scheme will doubtless, under Colonel Rowlett's plans, prove a success.

### • ASSAM DIVISION:

44. Owing to the ill health of the late Inspector, the Assam division report is very imperfect. The Commissioner's full report, which was published in October last, goes far to supply the Inspector's deficiencies. Assam has received larger Government grants for education than some of the older, richer, and more populous parts of Bengal; and as yet the people of Assam contribute a much smaller proportion of the cost of their schools than do their brethren in Bengal. It is quite clear that this liberal expenditure during the last few years has borne much fruit in Assam, for the Commissioner writes that "excepting the hill districts every district in the province has a zillah school teaching up to the standard of the Calcutta University Entrance Examination \* \* \* \* the progress of education in Assam is further illustrated by the fact that while in 1862 we could hardly get a clerk from among the natives of the province, at present the Superintendent of the Judicial Commissioner's office and several of the district officers' chief clerks are Assamese."

The Deputy Commissioners and sub-divisional officers note that the Assam villagers are ready and anxious for the extension of the patshalas where Assamese is taught. Tea-planters who have given attention to the subject of education in Assam, say that education in handicrafts is more required than instruction in reading and writing; and as yet there are no regular schools among the coolies on tea gardens. The Williamson Fund schools, the public workshops, and the jail manufactories, will, the Lieutenant-Governor hopes, gradually do something to spread a knowledge of practical science and practical art among the rising generation in Assam.

45. The Lieutenant-Governor would publicly express his thanks to the Commissioners and the district and sub-divisional officers of Bengal for the attention they have given



to the subject of education and for the way in which they have met the wishes of Government. The officers of the Education Department as a body also deserve the warm acknowledgments of Government for their work during the year 1871-72. The Lieutenant-Governor would especially acknowledge the good service done by Mr. Woodrow, both as Inspector in his own division and as Officiating Director. He voluntarily undertook the labour of preparing the present report. Hitherto the Bengal educational statistics and reports have been more or less a jungle, for they were, as has already been observed, arranged on lines and a geography all their own and unintelligible to any one else; while the figures and reports of the different Inspectors were not compared or collated. To reduce this information to order, according to civil divisions and districts, was a great task involving much labour. To the many missionaries who have been working in the cause of education throughout Bengal, the best thanks of Government are most justly due. The Lieutenant-Governor would acknowledge the service done in the cause of education by the liberal Native and European gentlemen who are named in the Inspectors' reports. Out of the long list of benefactors to education His Honor would select especially the names of Maharanee Surnamai, Ranee Sarat Sundaree of Pootee, Janovi Chowdhranee, the Maharajah of Burdwan, the Maharajah of Dhenkanal, the Rajah of Doomraon, Rajah Promathnath Roy of Digha Pootia, Baboo Haranath Roy of Dubalkati, Syed Abdool Ghunnee, c.s.i., Baboo Joykissen Mookerjee, Baboo Rash Beharee Dutta, Messrs. Burrowes and Thomson, and Mr. W. Sheriff of Jessore. The thanks of Government are also due to the European and Native ladies who in Calcutta, Orissa, Rajshahye, Midnapore, Patna, Chittagong, and elsewhere, have exerted themselves for the education and improvement of the women and girls of Bengal.

46. The Lieutenant-Governor would have wished to close this review with a statement of the number of schools and scholars, and the amount of money expended in each division during the year 1871-72. The summary given by Mr. Woodrow in Appendix C is very full so far as it concerns Government schools, but it does not give the latest information regarding unaided schools. The Lieutenant-Governor has, however, caused the following statement to be prepared to show, as far as our materials permit, how education and schools in Bengal stood on the 31st March 1872. Some of

the figures must be merely conjectural, as, for instance, the cost of the Serampore College, which renders no returns, or the number of indigenous schools in Mymensing, for which no school census was given.

The number of indigenous village schools may perhaps be below the truth for some districts, and the figures for pupils and expenditure at such schools are in some degree conjectural. The average number of boys at indigenous patshalas has been taken at from 7 to 20, and the cost of each patshala at from Rs. 50 to 100 a year, according to the circumstances of the district. It is much to be hoped that next year we shall have more complete and reliable figures. The table thus compiled is as follows.

*Table showing the number and cost of all the Colleges and Schools as they total expenditure*

		Number of institutions with particulars, or whether Government, aided, or unaided.	Number of pupils on the rolls.
Colleges (ordinary)	Government	9	
	Aided	5	
	Unaided	2	
Colleges (special for medicine, engineering, art, Arabic, &c.)	Government	12	1,323
	Aided		12
	Unaided		1,800
Higher schools	Government	52	
	Aided	78	
	Unaided	47	
Middle	Government	222	177
	Aided	1,240	
	Unaided	196	
Primary	Government	1,833	1,638
	Aided	618	
	Unaided	18,000	
Normal	Government	26	20,451
	Aided	15	
	Unaided	1	
Girls'	Government	2	42
	Aided	297	
	Unaided	45	
Scholarships			344
Direction and inspection			
Miscellaneous educational expenditure			
Total		22,700	4,04,354

are estimated to have existed in Bengal in 1872, with an account of the on education.

COST IN THE YEAR 1871-72—			
To Government.	To fee income.	To endowments and subscrip- tions.	Total.
Rs.	Rs.	Rs.	Rs.
2,31,000	1,03,000	1,07,000	4,41,000
2,03,000	62,000	6,000	2,71,000
2,26,000	3,51,000	1,33,000	7,10,000
3,24,000	2,57,000	3,14,000	8,95,000
1,28,000	9,55,000	3,63,000	14,46,000
1,32,000	7,000	19,000	1,58,000
71,000	15,000	1,05,000	1,91,000
1,40,000	.....	7,000	1,52,000
3,24,000	.....	.....	3,14,000
40,000	.....	.....	40,000
18,14,000	17,50,000	10,54,000	46,18,000

## NOTE.

The cost and the fee income of unaided schools and colleges has been taken for the purposes of this statement to be about equal to the average of aided institutions of the same class.

The average cost of patshalas comes to something below Rs. 78 a year, and the average number of pupils comes to 12 for each patshala. No doubt many patshalas contain only 5 or 6 boys; but, on the other hand, flourishing patshalas in populous places have an attendance of 40 or 50 boys. The Lieutenant-Governor himself came across an unaided patshala in Patna city which contained over 60 boys. It is supposed that one quarter of the cost of unaided patshalas is borne by subscriptions and endowments, and three quarters by fees paid in money or in kind to the rural schoolmasters.

By order of the Lieutenant-Governor of Bengal,

L. C. ABBOTT,

Offg. Under-Secy. to the Govt. of Bengal.

No. 1822.

Copy of this resolution forwarded to the Director of Public Instruction for information and guidance.

No. 1823.

Copies of this resolution forwarded to all Commissioners of Divisions for their information and guidance, and for communication to District Magistrates and District Committees.

By order of the Lieutenant-Governor of Bengal,

L. C. ABBOTT,

*Offg. Under-Secy. to the Govt. of Bengal.*

CALCUTTA,

The 19th May 1873.

## TABLE OF ERRATA.

### DIRECTORS' REPORT.

Page 40, line 8, for 10,700, read 1,070.

„ 59, line last, for 139, read 193.

### INSPECTORS' REPORTS.

#### APPENDIX

Page 49, line 44, for School is, read Schools are.

„ 54, „ 19, for the Schools, read the best Schools.

„ 59, heading, for Beerbhoom District, read Hooghly District.

„ 60, line 15, for 3,448,023, read 3,450,023.

„ 77, „ 16, for institutions, read unaided institutions.

„ 78, „ 10, for St. Xavier's, Dhurmtola, read St. Saviour's, Dhurmtola.

„ 98, „ 19, for Goba, read Gaba.

„ 159, „ 16, for two normal schools, read three normal schools.

„ 160, „ 13, for Mrs. Stansleny, read Mrs. Stansbury.

„ 386, „ 5, for Hindu examination, read Hindi examination.



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# REPORT

## PUBLIC INSTRUCTION IN BENGAL,

### 1871-72

*By the Officiating Director of Public Instruction.*

INSTRUCTION may be divided into the two great heads of General and Special. Higher instruction, either general or special, is given in colleges, and lower instruction in schools. Special instruction is given in Madrassas, and in colleges for Law, Medicine, and Civil Engineering. Special instruction in schools is given in the Military and Bengali classes of the Medical College, in the School of Art, and in normal schools for training male and female teachers.

Towards the close of the official year, classes for teaching drawing, surveying, and engineering were sanctioned for Cuttack, Dacca, and Patna; the class at Dacca was opened on the 20th March, just before the end of the official year, and the other two soon after. Such schools have since been extended to more than half the districts of Bengal. There are no special schools for Law below the standard for colleges, and there are neither colleges nor schools for Agriculture, Forestry, or Farriery—a matter to be regretted in such an agricultural country as India. A landholder, even if he wished to improve his estates, could not obtain instruction concerning the nature and analysis of the soil, the rotation of crops, manures, drainage, irrigation, the improvement of seeds and breeds, and the rearing and diseases of animals—a subject of incalculable importance in the Lower Provinces, where the breed of cattle is fast deteriorating, and where almost every husbandman kept his cow till the cattle-disease ravaged the country.

General instruction of an elementary nature is given in schools called lower or primary schools, and more advanced or secondary instruction in schools called higher and middle. Middle schools are also divided into the heads of English and Vernacular. Secondary instruction terminates with the University Entrance Examination. Superior general instruction is given in colleges.

STANDARDS.—Primary schools give instruction in reading, writing, and arithmetic only. Reading includes reading manuscript as well as print. Writing embraces the forms of ordinary correspondence, and the copying of bonds and leases. It is also required that the post-office system of addressing letters should be taught, in order to abolish the long string of compliments with which it is considered respectful to cover the envelope of a letter. Arithmetic is taught by the rules of Subhanakar, with explanation of the reason of those rules.



Occasionally some teachers having clever boys under them, are ambitious to get beyond this simple routine, and to introduce the subjects taught in middle class schools, so that their boys may appear at the Vernacular Scholarship Examination for middle vernacular schools. Pupils and teachers are alike anxious to get beyond the primary course. The distinction between lower and middle schools is thus obliterated, and it is hard to say where one ends and the other begins. It is however desirable that the distinction should be marked, and this would be effectually done by the institution of primary school scholarships, in which the subjects for examinations should be strictly confined to the regular subjects of the primary schools. These vernacular scholarships would have the great incidental advantage of enforcing regularity of attendance on the teacher. The candidate for a scholarship is sure to complain if defrauded of his due instruction. The primary course occupies about four years, but owing to the irregularity of attendance on the part of many pupils, it frequently extends beyond that limit.

The standard attained by middle class vernacular and middle class English schools is shown in the following programme of the Scholarship Examination :—

### VERNACULAR AND MINOR SCHOLARSHIP COURSE FOR 1872.

#### VERNACULAR SCHOLARSHIPS.

	Marks.
Bengali Literature and Grammar (2 papers) ... Charupath, Part III. Ramer Rajyavisak. Kusumabali, Part I.	100
Bengali Composition ...	50
History ... <i>Hindu and Muhammadan Period.</i> —Tarini Charan Chaturji's History of India, or Jadu Gopal Chaturji's History of India. <i>British Period.</i> —Krishna Chandra Roy's British India, or Nilmani Mukhurji's History of British India.	50
Geography (2 papers) ... General Geography of the World. Physical Geography by Rajendra Lal Mitra, or by Radhika Prasanna Mukhurji, or by Krishna Kumar Sen. Geography of India—with a particular knowledge of Bengal. Map-drawing.	100
Arithmetic (2 papers), the whole subject ...	100
Euclid—Book I. ...	50
Miscellaneous—Political Economy; Whately's Money Matters, 25 Preservation of Health, by Radhika Prasanna Mukhurji, 25	50
Science—One and one only of the three following subjects :— 1. Natural Philosophy, by Akhlay Kumar Datta. 2. Physical Science, by Mahendra Nath Bhattacharya. 3. Botany, by Jadu Nath Mukhurji	50

Surveying and Mensuration, as in Navin Chandra Datta's. Marks.

Surveying (excluding the propositions on Solids and Levelling)  
and in the Khetra vigyan, by Parvati Charan Ray ... 100

The successful candidates will be arranged in three divisions as follows:—

Those obtaining  $\frac{1}{4}$  marks and upwards—in the 1st division.

Those obtaining  $\frac{2}{8}$  marks and less than  $\frac{1}{4}$  marks—in the 2nd division.

Those obtaining  $\frac{3}{4}$  marks and less than  $\frac{2}{8}$  marks—in the 3rd division.

Three-fourths of the scholarships of each district will be awarded to the highest candidates from each, provided they are in the 1st or 2nd division; and the remaining fourth to candidates from schools situated in parts of the country where education is backward.

Scholarships not so taken up in the district to which they belong will be awarded at the discretion of the Inspector.

#### MINOR SCHOLARSHIPS.

The course for 1872 will be the same as that for Vernacular Scholarships, with the following exceptions:—

In place of Bengali Literature, Grammar, and Composition—

English Literature and Grammar (2 papers) ... 100 Marks.

School Book Society's New Prose and Verse Reader.

Hiley's Grammar.

The papers to include translation from Bengali into English and *vice versa*, and at least one question in the system of transliteration adopted by the University for the representation of Indian words in the Roman character.

In place of Bengali History—

History of India (Nelson's Series) ... 50 Marks.

The following subject is added:—

Algebra—the first four Rules, and Fractions ... 50

The successful candidates will be arranged in three divisions, as is provided in the rules for vernacular scholarships; but the proportion of marks gained in the English papers must be the same as those to be obtained in the aggregate of the whole examination; to give any candidate a place in one of the three divisions.

Three-fourths of the scholarships will be awarded to the highest candidates, in each Inspector's Division, who pass in the 1st or 2nd division; provided that not more than two scholarships be allotted to any one school, and the remaining fourth to students of schools in parts of the country where education is backward.

Middle class English schools alone can compete for minor scholarships.

No middle class school will be allowed to compete if situated within four miles of a higher class school, except in peculiar circumstances under the sanction of the Director of Public Instruction.

It generally takes how six or seven years to reach the vernacular scholarship standard if he begins in a middle class vernacular

school, and one or two years more to pass the Minor Scholarship Examination. In the Central Circle the maximum age for gaining a vernacular scholarship is 14 and for gaining a minor scholarship 16 years. The Inspector thinks that the age is frequently declared too low, in order that the candidate may be eligible for one of the scholarships. If a boy first enters the primary school and then changes his school, the length of his course is extended.

### THE UNIVERSITY ENTRANCE EXAMINATION.

The course for higher English schools closes with the standard of the University Entrance Examination, which exercises a widespread influence over the whole country. Candidates for the Entrance Examination must be 16 years of age at least, or must complete their 16 years before the 1st March next ensuing.

The Registrar, in the table of the Statistical Committee, No. 1, declares the average age at Entrance to be 19 years. There is great difference in the age at which young men become eligible for the Entrance. The collegiate schools have a course of nine years. A clever boy under a good teacher will reach the standard in less time, while a boy of good abilities, who has studied first in a vernacular school and gained a vernacular scholarship, will ordinarily take five years after gaining his scholarship or will be about 19 on passing the Entrance. Other candidates from vernacular schools take even longer than this.

The subjects of examination for the Entrance are as follow :—

#### I. AND II.—LANGUAGES.

English, and one of the following languages :—

Greek.	Hebrew.	Hindi.
Latin.	Sanskrit.	Urdu.
Arabic.	Bengali.	Burmese.
Persian.	Uriya.	Armenian.

Sentences in each language in which the candidate is examined are given for translation into the other language.

The papers in each language include questions on Grammar and Idiom.

The papers in the Oriental Classics will in future contain questions in the vernacular language of the candidate.

#### III.—HISTORY.

The outlines of the "History of England," of the History of India, and of General Geography, with a more detailed knowledge of the Geography of India.

The text-books are Dr. Collier's History of the British Empire, Marshman's History of India (Volume I.), or Lethbridge's History of India.

#### IV.—MATHEMATICS.

*Arithmetic.*—The four simple Rules, Vulgar and Decimal Fractions, Reduction, Practice, Proportion, Simple Interest, Extraction of Square Root.

*Algebra.*—The four simple Rules, Proportion, Simple Equations, Extraction of Square Root, Greatest Common Measure, Least Common Multiple.

*Geometry.*—The first four books of Euclid, with easy deductions.

The student who passes the Entrance Examination and continues his studies in a general college, is required, after two or more years, to pass the First Arts Examination; and after a further period of two or more years, the B.A. Examination.

These examinations are in the following standards:—

#### FIRST ARTS EXAMINATION.

##### I. AND II.—LANGUAGES.

English, and one of the following languages:—

Greek.	Hebrew.
Latin.	Arabic.
Sanskrit.	

On the 29th December 1871, the Senate, regarding the wish of the Muhammadan community rather than strict uniformity, resolved that Persian should be added to the list of second languages for the First Arts and B.A. Examinations. With the exception of Persian these languages are all classical, and any classical language may be added to this list by the Syndicate. Sentences in each language in which the candidate is examined, are given for translation into the other language.

The papers in each language include questions on Grammar and Idiom.

##### III.—HISTORY.

Ancient History.

The historical questions include questions relating to the geography of the countries to which they refer. The text-book is fixed from time to time by the Syndicate. It is at present Taylor's Students' Manual of Ancient History.

##### IV.—MATHEMATICS, PURE AND MIXED.

*Arithmetic.*—The whole.

*Algebra.*—The following in addition to the subjects at Entrance:—Quadratic Equations; Proportion and Variation; Permutations and Combinations; Arithmetical and Geometrical Progressions; the Binomial Theorem; Simple and Compound Interest; Discount; Annuities; the nature and use of Logarithms.

*Geometry.*—The following in addition to the subjects at Entrance:—The sixth book of Euclid; the eleventh book to Prop. XXI; Deductions.

*Plane Trigonometry.*—As far as the solution of Triangles.

*Mechanics.*—Composition and Resolution of Forces; Equilibrium of Forces at a Point in one Plane; the Mechanical Powers; Centro of Gravity.

The examination in languages will be such as to test a lower degree of competency than is required for the B.A. degree.

## V.—PSYCHOLOGY AND LOGIC.

Psychology, as in Reid's Inquiry, or in Abercrombie's Intellectual Powers; Deductive Logic, as in Fowler (Clarendon Press Series).

At a meeting of the Faculty of Arts of the Calcutta University, held on the 6th March 1872, a small option in the First Arts course and an alternative course for the B.A. Degree Examination were proposed, and, with slight modifications in the B.A. course, were accepted by the Senate, on the 3rd April 1872.

The optional subject, in the First Arts course was Chemistry of the Metalloids as in Roscoe, in the place of Psychology. The option will first be given in the Examination of December 1873.

## THE B.A. EXAMINATION TILL JANUARY 1875.

## I. AND II.—LANGUAGES.

1. English, and
2. One of the following :—

Greek,

Hebrew,

Latin,

or

Sanskrit,

Arabic.

Persian was added to the list in December last.

Any other classical language may be added to this list by the Syndicate. Passages in each of the languages in which a candidate is examined, are given for translation into the other language.

## III.—HISTORY.

India during the Hindū, Muhammadan, and British periods, down to 1835; Greece, to the death of Alexander; Rome, to the death of Augustus; The Jews, to the destruction of Jerusalem.

The following amended course of History will take effect at the examination of 1874 :—

History of England (Students' Hume); India during the Hindu, Muhammadan, and British periods, down to 1835.

The historical text-books will be fixed from time to time by the Syndicate. They are at present Elphinstone's History of India; Macfarlane's British India, or Marshman's History of India (Vol. II.); Schmitz's Greece and Rome; History of the Jews, as in Taylor's Manual of Ancient History, Chapter V., and Chapter XII., Section VII.

In 1874 the books will be History of England (Students' Hume); Elphinstone's History of India; Macfarlane's British India, or Marshman's History of India (Vol. II.)

## IV.—MATHEMATICS, PURE AND MIXED.

*Mechanics.*—The General Laws of Motion; of a Falling Body in free space; and along an inclined plane.

*Hydrostatics, Hydraulics, and Pneumatics.*—Elementary propositions respecting the nature, transmission, and intensity of Fluid Pressure; the condition of equilibrium of Floating Bodies; nature and simple properties of Elastic Fluids, and the pressure produced by them; Specific Gravity, and the modes of determining it; the Barometer, Air-pump, Common Pump, Forcing Pump, Siphon, Diving-bell, Thermometer.

*Astronomy*.—Descriptive (as distinguished from Practical and Physical) Astronomy; the Solar System; Phenomena of Eclipses.

#### V.—MENTAL AND MORAL PHILOSOPHY.

Hamilton's *Metaphysics*; Fleming's *Moral Philosophy*.

The text-books will be named from time to time by the Syndicate. At present they are Hamilton's *Metaphysics*, and Fleming's *Moral Philosophy*.

#### VI.—ONE OF THE FOLLOWING SUBJECTS TO BE SELECTED BY THE CANDIDATES:—

- (a.) Mathematics, Pure and Mixed; Conic Sections, treated geometrically; Optics.
- (b.) Elements of Inorganic Chemistry and of Electricity, Chemistry, as in Roscoe's *Elementary Lessons*.
- (c.) Elements of Zoology and Comparative Physiology, as in Milne Edward's *Zoology*, Parts I. and II.
- (d.) Geology and Physical Geography.

At the meeting of the Senate on the 3rd April 1872, an option was allowed at the B.A. Examination between the two Courses, A. and B. The option will first be given in the Examination of January 1875.

#### A.

##### I.—LANGUAGES.

English, and one of the following languages:—

Greek.	Sanskrit.	Arabic.
Latin.	Hebrew.	Persian.

Any other classical language may be added to this list by the Syndicate.

Passages in each of the languages in which a candidate is examined, will be given for translation into the other language.

##### II.—MIXED MATHEMATICS.

*Mechanics*.—The General Laws of Motion; the motion of a Falling Body in free space, and along an inclined plane.

*Hydrostatics, Hydraulics, and Pneumatics*.—Elementary propositions respecting the nature, transmission, and intensity of Fluid Pressure; the condition of equilibrium of Floating Bodies; nature and simple properties of Elastic Fluids, and the pressure produced by them; Specific Gravity, and the modes of determining it; the Barometer, Air-pump, Common Pump, Forcing Pump, Siphon, Diving-bell, Thermometer.

*Astronomy*.—Descriptive (as distinguished from Practical and Physical) Astronomy; the Solar System; Phenomena of Eclipses.

##### III AND IV.

Two of the following three subjects, marked (a), (b), (c), to be selected by the candidate:—

- (a.) 1. Mental Philosophy (Hamilton's *Lectures*), and
- 2. Moral Philosophy (as in Fleming); or Butler's *Analogy*, (Part I.); Dissertation on Virtue, Sermons I, II, III.
- or Logic, as in Fowler's *Inductive Logic*.

- (b.) 1. History of England (Students' Hume):  
 2. History of India, during the Hindu, Muhammadan, and British Periods, down to 1835 : and  
 3. Arnold's Lectures on Modern History ; or Mill on Representative Government ; or the History of the Jews, from the beginning of Monarchy to the destruction of Jerusalem by Titus.

The historical text-books will be fixed from time to time by the Syndicate.

- (c.) 1. Algebra ... As laid down in the Course  
 2. Plane Trigonometry ... for Honors.  
 3. Analytical Conic Sections.

### B.

I.—English.

II.—Mathematics, as in (II.) of the A. Course.

III.—Inorganic Chemistry, as in Roscoe.

IV.—Physical Geography, and one of the following to be selected by the candidate :—

- |        |                       |     |                |
|--------|-----------------------|-----|----------------|
| (I.)   | Acoustics             | ... | } As in Ganot. |
|        | Optics                | ... |                |
|        | Heat                  | ... |                |
|        | Magnetism             | ... |                |
|        | Electricity           | ... |                |
| (II.)  | General Physiology.   |     |                |
|        | Animal Physiology.    |     |                |
|        | Zoology.              |     |                |
| (III.) | General Physiology.   |     |                |
|        | Vegetable Physiology. |     |                |
|        | Botany.               |     |                |
| (IV.)  | Geology.              |     |                |
|        | Mineralogy.           |     |                |
|        | Palaontology.         |     |                |

The M.A. Degree Examination gives an option of any one of the following branches :—

1. Languages—Latin, Greek, Sanskrit, Arabic, Hebrew, or English.
2. History.
3. Mental and Moral Philosophy.
4. Mathematics, Pure and Mixed.
5. Natural and Physical Science.

### SPECIAL INSTRUCTION.

LAW.—The Course in the Law Colleges is one of three years. Students who have studied the prescribed course and passed the First Arts Examination become Licentiates in Law. Those who have passed the B.A. become Bachelors of Law. The distinction of Licentiate in Law will soon cease to be awarded. It will be given only to those students who entered upon the study of law in an affiliated college before the 1st January 1871. For the degree of B.L., the students must have studied in a school of law recognized by the Syndicate for

not less than three academical years, two of which must be after passing the B.A. Examination.

Honors in Law may be obtained by any Bachelor or Licentiate in Law who passes a prescribed examination. The degree of Doctor in Law may be conferred on a Bachelor who has passed the Honor Examination, and writes an essay on some subject connected with Law or Jurisprudence, to be approved by the President of the Faculty of Law.

**MEDICINE.**—In the Medical College Course the First Licentiate Medical Examination is passed by students who have completed their 19th year, and who have been engaged in medical studies for three academical years, after passing the Entrance Examination, and who have attended the following courses of lectures and exercises, viz., two courses of 70 lectures each in Descriptive and Surgical Anatomy, Chemistry, Materia Medica, General Anatomy, and Physiology; one course of 40 lectures in Botany; one course of Practical Chemistry, and exercises in testing the nature of ordinary poisons, &c. They must also have studied Practical Pharmacy for three months, and have dissected three winter terms, and have completed at least twelve dissections in each term.

The second Licentiate Medical Examination is open to candidates who have passed the first Licentiate Examination at least two years previously, and who have attended the prescribed course of lectures and completed a required routine of hospital practice. After passing the second Licentiate Examination, the student is qualified for Government service as a Sub-Assistant Surgeon. The degree of Bachelor in Medicine is given to those who have passed the First Examination in Arts, and subsequently studied for five years in a Medical College. The required examinations are similar to those for the Licence in Medicine and Surgery.

It is the wish of the authorities of the Medical College that the First Arts Examination should be passed before admission to the College.

Bachelors in Medicine may be examined for Honors. The degree of Doctor in Medicine is given to those who have obtained the Bachelor's Degree in Arts, and have fulfilled certain conditions regarding medical practice, and have passed successfully a special examination for the M.D. degree.

**ENGINEERING.**—Admission to the Engineering College is given to students who have passed the Entrance. The course for the Certificate of Licence in Civil Engineering extends over three years. The examination at the end of each year qualifies for certain subordinate appointments in the Public Works Department. The best students have the prospect of rising to high posts as Executive Engineers. The course for the Bachelor of Civil Engineering is the same as for the Licentiate, the distinction being that the Bachelor must have passed the First Examination in Arts.

Honors in Civil Engineering are given at a special examination, and a Bachelor of Civil Engineering who passes the Honor Examination, and writes an essay on some subject connected with the profession, approved by the President of the Faculty of Engineering, may obtain the degree of Master in Civil Engineering without further examination.



The detailed course of instruction followed in the special colleges is too long and too technical for insertion here.

#### THE UNIVERSITY EXAMINATIONS.

In the First Arts Examination of December last, the classical languages taken up by the 507 candidates from the whole Bengal Presidency and Ceylon were as follows:—

	Candidates.		Candidates.
Greek	1	Arabic	47
Latin	9	Sanskrit	450

The languages taken up by the 1,902 candidates at the last Entrance Examination were—

	Candidates.		Candidates.
Latin	97	Urdu	261
Sanskrit	1,160	Hindi	33
Arabic	86	Uriya	2
Persian	5	Armenian	6
Bengali	249	Burmese	8

It is thus seen that Sanskrit was taken as the second language by more than half the candidates, and if the Lower Provinces of Bengal simply be considered, the proportion rises to three-fourths of the candidates. Sanskrit is an exceedingly difficult language. In the Kishnagar collegiate school it was studied daily for six years previous to the Entrance, and in most other higher schools for four years. The Government of Bengal, in a letter No. 1075, dated the 22nd March 1872, limited the time during which Sanskrit should be studied in Government schools to two years, but subsequently the term was extended to three years. It remains to be seen whether the standards for Sanskrit in the Entrance and First Arts can be reached in three and five years of study. English also is a very difficult language—a fact liable to be forgotten in Bengal, but which is seen in Europe from the few French and German scholars who acquire it thoroughly. English here is the *sine quâ non* of advancement in all professions, or in the service of Government; a mastery of it is the bread-winning knowledge of the day, and it is studied with a devotion of time and labour which partly realises the wish expressed by Thomas Babington Macaulay that it should become the perpetual inheritance of the people of India. Besides the study of these two languages, mathematics requires a considerable portion of the student's time.

The three together are as much as students in general can manage, so that little room is left for history and geography at the Entrance, or for history and mental philosophy at the First Arts.

The study of other subjects leaves but little time for natural, physical, and applied sciences, and as a knowledge of them does not yet count in the award for scholarship, it is impossible to introduce them into schools.

The Vice-Chancellor, at the Convocation of the Senate on the 16th March 1872, remarked that the practical solution of the question of the proper place which the teaching of physical sciences should occupy in the educational system, has depended on the means of affording to schools and classes which prepare students for the Entrance Examination,

the necessary teaching in physical science, and that it was clearly needless to discuss whether education of this class should be given or withheld, until at least it be ascertained whether it was physically possible to give it, and the better opinion seemed distinctly to be that even in Lower Bengal there were simply no means of doing this for the present.

Seeing that the Medical College contains about a thousand students who are all instructed in natural and physical science among other subjects of their course, and that the course lasts from three years in the vernacular classes to five years in the English classes, it does not seem clear that any impossibility exists in providing for passed medical students the necessary supply of teachers.

But though money and teachers in Government higher schools and in many aided schools may both be found, yet so long as the subject does not count in the Entrance Examination, and scholarships are given on the results of that examination, it will not be studied by the pupils. Hence the study of science is involved in a vicious circle; it is not taught in schools, because it is not recognised in the Entrance Examination, and it is not recognised at "the Entrance" because it is not taught in schools.

It is believed that a large number of the members of the Senate are favourable to an extension of instruction in modern science, and therefore it may be hoped that the present unsatisfactory position of the question will not continue long. Some aided higher class schools might probably find difficulty in obtaining instruction in physical and natural science, and in order that they may not be placed at a disadvantage, the subject should be introduced as an alternative with some other part of the course.

At present the subject of applied and physical science is not studied in any English school or college below the First Arts Examination, and only in the Presidency College by a few students above that standard; though such knowledge is urgently required for developing the resources of the country. If the University decline to recognise these subjects, it will be incumbent on Government to provide instruction and encouragement for them independently of the University.

An extended scheme of options which the Vice-Chancellor mentioned with approval in his address at the last Convocation of the Senate, is urgently required to remove the difficulty now felt in facilitating and extending the study of physical and applied sciences. At the meeting of the Senate on the 3rd April, it was proposed by Mr. H. Woodrow, formerly Fellow of Caius College, Cambridge, and seconded by Mr. C. B. Clarke, Fellow of Queen's College, Cambridge, that the proposed courses for the First Arts and B.A. Examinations be referred to the Syndicate, with a request that they will arrange a course of study in which a classical language shall not be essential in the First Arts Examination. The amendment was put to the vote and lost.

The following is a list of the students at institutions in the Lower Provinces of Bengal who have competed at or passed the several University Examinations. Students from institutions in the North-Western Provinces, the Punjab, Oude, the Central Provinces, Burmah, and Ceylon, are not included in the yearly return, but are given in a summary at the bottom, together with the totals of the Madras and Bombay Universities.

*Statement showing the number of Candidates from the Lower Provinces of  
University to the*

YEARS.	Entrance Examination.		First Examination in Arts.		B. A. Degree Examination		M. A. Degree Examination		B. L. Degree Examination.	
	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.
1857 ... ..	239	158	...	...	...	...	...	...	...	...
1858 ... ..	403	111	...	...	13	2	...	...	19	11
1859 ... ..	1,354	562	...	...	20	10	...	...	20	3
1860 ... ..	759	398	...	...	65	13	...	...	22	8
1861 ... ..	971	436	154†	89	39	15	1	...	17	14
1862 ... ..	1,043	445	210	93	34	24	3	...	13	13
1863 ... ..	1,192	613	263	141	35	25	7	6	15	9
1864 ... ..	1,281	626	306	145	59	28	8	3	22	19
1865 ... ..	1,321	433	399	178	78	42	15	11	17	17
1866 ... ..	1,447	561	393	120	116	75	18	15	22	11
1867 ... ..	1,259	658	347	164	138	68	39	22	36	22
1868 ... ..	1,463	734	327	173	196	92	25	15	72	51
1869 ... ..	1,436	660	462	207	171	74	26	18	98	58
1870 ... ..	1,566	866	459	185	198	90	28	22	97	74
1871 ... ..	1,503	581	434	171	201	78	36	32	83	57
Total for the Lower Provinces ...	16,996	7,843	3,807	1,666	1,363	626	296	144	543	361
Passed in 1872 ... ..	.....	.....	...	...	221	95	28	21	100	21
Total number for the North-West- ern Provinces, the Punjab, Oude, the Central Provinces, Burmah, and Ceylon to the end of 1871 ... ..	2,434	1,311	419	209	62	35	10	5	...	...
Passed in 1872 ... ..	.....	.....	...	...	11	5	4	3	...	...
Total number for the Madras Presidency to the end of the official year 1870-71. ... }	8,105	2,730	2,305	852	326	197	...	6	178	68
Total number for the Bombay Presidency to the end of the year 1871 ... .. }	5,438	1,454	1,263	276	350	130	63	29	49	29

\*Two-examinations held in this year. † No examination

*Bengal at the Examinations of the University, from the foundation of the present time.*

Licence in Law Examination.		B.M. Degree 1st Examination.		B.M. Degree 2nd Examination.		L.M.S. 1st Examination.		L.M.S. 2nd Examination.		M.A. Degree Examination.		L.O.E. Examination.		B.C.R. Examination.	
No. of Candidates.	No. passed.	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.	No. of Candidates.	No. passed.
...	...	...	...	...	...	13	13	...	...	...	...	...	...	...	...
...	...	...	...	...	...	40	24	...	...	...	...	...	...	...	...
...	...	...	...	...	...	31	12	...	...	...	...	...	...	...	...
...	...	...	...	...	...	31	13	...	...	...	...	...	...	...	...
7†	2	...	...	...	...	16	7	20	14	...	...	10	6	...	...
16	10	...	...	...	...	33	18	17	7	1	1	18	14	...	...
19	9	...	...	...	...	33	16	19	14	2	2	...	...	...	...
1	1	...	...	...	...	43	20	25	11	3	...	10	5	...	...
7	5	2†	2	...	...	34	14	20	18	1	1	5	2	...	...
17	13	5	5	...	...	35	16	26	20	...	...	...	...	...	...
17	14	2	1	2†	2	41	17	18	15	...	...	6	6	...	...
10	3	2	1	4	3	45	6	13	11	...	...	3	2	...	...
32	13	3	2	2	2	61	27	20	19	...	...	7	4	1†	1
26	18	4	4	1	1	56	42	7	5	...	...	9	3	...	...
27	12	2	2	2	1	58	39	20	27	...	...	12	2	1	...
178	100	60	17	11	9	573	278	214	161	6	4	69	44	2	1
58	17	2	...	5	3	69	20	42	27	...	...	14	7	2	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	27	...	3	...	...	...	...	...	...	2	...	20	...
...	...	...	...	...	...	102	46	65	31	...	...	59	53	26	8

before this year. ‡ Not stated.

From this table several important conclusions may be drawn. First, as regards the Entrance Examination, the candidates from schools in the Lower Provinces of Bengal have gradually increased from 239 in 1857 to 1,503 in 1871. It is probable that in 1872 the number of candidates will be 2,000 nearly. When, some years ago, I said that the candidates would rise above 2,000, few believed the prediction. The smallest number from the Lower Provinces who passed the Entrance in any year, was 111 in 1858, the second examination. In the year 1857, 66 per cent. of the candidates passed; in the five years 1860, 1863, 1867, 1868, 1870, between 50 and 60 per cent; in the years 1858, 1859, 1861, 1862, 1864, 1866, 1869, between 40 and 50 per cent; and in the two years 1865, 1871, between 30 and 40 per cent. In three out of every five years more than half the candidates have been rejected, and last year only 39 in 100 passed. But the percentage of rejections would have been much higher during the last few years had not the candidates for the First Arts and Entrance Examination been, as it were, strained at a previous examination for the certificate of reasonable probability of passing.

The increase of passed candidates of the Entrance Examinations of the several Universities is thus shown :—

ENTRANCE EXAMINATION.	PASSED CANDIDATES IN THE YEARS			
	1857.	1862.	1867.	1871.
Lower Provinces ...	158	445	658	581
North-Western Provinces, Punjab, &c. ...	4	32	156	186
Madras ...	36	72	306	424
Bombay ...	.....*	30	163	227

In Bombay, for the five years from 1865 to 1869 the successful candidates numbered 111 in the first year, sank to 93 in the second, rose to 250 in the fourth, and sank again to 142 in the fifth year; and in Bengal, between 1867 and 1871 the numbers began with 814, rose to 1,099 in 1870, and sank to 767 in 1871. Madras is more uniform in the Entrance Examination, but for the First Arts 220 candidates passed in 1870 and only 96 in 1871.

In all the Universities the general progress has been steady, though in all there have occurred violent fluctuations. These are due to the different ideas of the standard for passing entertained by different examiners, for the average attainments of the great body of many hundreds of students to be examined must be much the same in successive years. The ability of the first 20 or 50 may vary, and in respect of them the year is spoken of as a good year or a bad one; but the ability of the mass of the students is not a fluctuating quantity.

\* Not held in 1857.

The proportion of the total number who continue their studies and pass in the First Arts to the total number who pass in the Entrance, is about 1 in 5 in the Lower Provinces, 1 in 6 in the Upper Provinces, 1 in 3 in Madras, and 1 in 5 in Bombay.

In the First Arts Examination the percentage of those who pass to those who compete, is 44 in the Lower Provinces, 50 in the North-Western Provinces, 37 in Madras, and 38 in Bombay. Hence it would appear that in Madras and Bombay the University Examiners are stricter in passing students, or the College Authorities are more lax in presenting them for examination than is the case in the Lower Provinces. It may be remarked that while in Bengal and Madras the passed candidates at the First Arts Examination are about one-tenth of the number of candidates for the Entrance, the proportion in Bombay is one-twentieth. Hence Bombay is stricter, or students who have passed the Entrance there more readily find employment than undergraduates in other parts of India.

In the B.A. Examination the percentage of the successful candidates to the total number is 40 in the Lower Provinces, 56 in the rest of the Bengal Presidency, 60 in Madras, and 37 in Bombay. These figures involve the same ambiguity as before, and it would be desirable to know whether the Bombay examiners are really more strict in passing students, or the Bombay Colleges more lax in presenting them, than is the case in other parts of India. An arrangement by which some of the examiners for each University could be chosen from educational officers in other Presidencies would be desirable, as the opinion of such examiners would set at rest the doubt which now exists on the matter. The comparisons of the standards of the several examinations of the three Universities, even though made by Mr. Monteath and by Sir Alexander Grant, have not settled the question of their relative difficulty. If the Government of India would establish one or two studentships, to be competed for by the best students of the several Universities soon after taking their B.A. degree, and if the examiners were chosen from men in the different Presidencies, such an international or inter-presidential examination would make the authorities of one University acquainted with the work of the other two, and would go far to settle the question. The marks for different subjects might follow the plan of the London Civil Service Competitive Examination.

In the Lower Provinces 165 students have obtained the degree of Master of Arts, but of every hundred candidates for the Entrance only one proceeds in his studies so far as to win the title of Master of Arts. In the Upper Provinces the proportion falls to 1 in 300, and in Bombay to 1 in 200.

Fluctuations in the number of passed candidates for the Entrance produce fluctuations two years subsequently in the number of candidates for the First Arts, and similar fluctuations are discernible between the passed students of the First Arts and the candidates for the B.A. degree. It must however be observed that the B.A. candidates for January 1872, passed the First Arts in December 1869, and hence three years apparently is the interval after which the fluctuations for the B.A. follow those of the First Arts.

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Accn. No. .... Date .....

During the last five years the University supply of passed students has averaged for the Lower Provinces 700 at the Entrance, 180 at the First Arts, and 80 at the B.A. Many of these students attend the classes for superior instruction, and the Colleges for Law, Medicine, and Engineering. The supply of educated men in all departments is excessive. In the Educational Department the supply of masters for English schools has for some years past exceeded the demand, and their worth in the money market has accordingly declined. The very success that has attended the labours of the native teachers, whose exertions have raised the supply, tends to diminish the worth of their labours, for their pupils now enter into the competition, and the educated man has become a drug in the market. Men in the middle ranks of the Educational Department who twenty years ago were the best-paid native officers in the Uncovenanted Civil Service, are now the worst paid; for in all other departments the salaries of men in the middle ranks have been greatly increased, while in the Education Department they have been reduced. Recent remarks of the Earl of Derby on this tendency of the times were circulated to the Educational Department in the Government notification of the 4th December 1871, concerning the instruction in Government schools.

The Educational Department and the Law Courts have long felt the operation of this principle; the Medical Department is now beginning to feel it, for the supply exceeds the demand made by Government, though the requirements of the public for skilful medical practitioners are almost unlimited.

The Engineering classes do not yet provide the supply required for public works, and consequently every student who passes successfully the final test in engineering is sure of employment.

In order to determine the number of candidates who proceed with their studies after passing the Entrance, it is necessary to watch the career of the same set of students. Those who in the last five years have passed the B.A. Examinations, passed the First Arts generally two years previously, and the Entrance two years before that time. The numbers are as follows:—

	CANDIDATES.	
	Total number.	Passed.
Entrance Examination from December 1863 to December 1867	6,300	2,291
First Arts from December 1865 to December 1869	1,978	842
B.A. from January 1868 to January 1872	987	439

In comparing these results it is necessary to bear in mind that the same candidate passes any single examination but once, but may compete for it more than once. Hence the total number of candidates is swelled by the repeated presentation of unsuccessful candidates. Several who passed the Entrance before 1863 competed for the First Arts after 1865, and for the B.A. after 1868. This circumstance explains

why the number of candidates for the B.A. Examination in the last five years is greater than the number who passed the First Arts. The results of these five years show that for every candidate who obtains the B.A. degree, two pass the First Arts and seven the Entrance.

Comparing these results with those obtained before, we see that during the last few years more students proportionally studied for the First Arts than was the case in the earlier years of the University.

The distribution among the several districts of the candidates at the last Entrance Examination is shown in the following table, and also their proportion to the population of each district and division:—

*Entrance Examination, 1871—Bengal.*

DISTRICT.	No. of Schools	No. of Candidates.	PASSED IN THE				No. failed	Number of the population to every successful Candidate.
			First Division.	Second Division.	Third Division.	Total.		
Burdwan Division.								
Hardwan ... ..	8	47	1	6	5	13	35	169,209
Bankura ... ..	3	35	...	3	11	14	21	37,827
Birbhum ... ..	3	28	...	3	7	10	18	69,593
Midnapur ... ..	3	18	...	5	1	6	12	420,383
Hooghly with Howrah ...	20	241	20	51	31	102	139	14,636
	46	309	21	69	55	144	225	50,173
Presidency Divn.								
24 Pargunnahs ... ..	20	131	9	27	18	54	77	40,928
Nudda ... ..	12	110	3	17	13	33	77	54,730
Jessore ... ..	3	27	...	1	6	7	20	219,460
	35	268	12	45	38	94	174	64,801
Calcutta ... ..	24	363	60	76	41	177	186	2,528
Rajshahye Division.								
Murshidabad ... ..	4	53	4	7	6	17	36	79,268
Dineajpur ... ..	1	6	...	1	...	1	5	1,501,924
Maldah ... ..	1	5	...	4	...	4	1	169,106
Rajshahye ... ..	3	24	...	2	6	8	16	163,811
Rangpur ... ..	1	6	...	...	...	...	6	680,467
Bogra ... ..	1	7	...	...	1	1	6	609,139
Pubna ... ..	3	15	...	...	2	2	13	...
	14	116	4	14	15	33	63	269,774
Cooch Behar Divn.								
Darjiling ... ..	1	2	...	1	...	1	1	93,224
Julpigoree ... ..	...	...	...	...	...	...	...	...
Cooch Behar Tributary State ...	1	5	...	...	...	...	5	...
	2	7	...	1	...	1	6	1,045,637
Dacca Division.								
Dacca ... ..	11	130	12	24	8	45	85	41,187
Faridpur ... ..	1	8	1	1	3	5	3	202,518
Backerganj ... ..	1	16	...	4	1	5	11	475,978
Mymensing ... ..	1	19	2	6	5	13	6	180,728
Sylhet ... ..	2	13	1	3	1	5	8	344,486
Cachar ... ..	1	3	...	...	...	...	3	...
	17	169	16	38	19	73	116	130,448
Chittagong Division.								
Chittagong ... ..	2	11	...	...	2	2	9	562,701
Noakhali ... ..	1	2	...	1	...	1	1	716,623
Tipperah ... ..	2	12	1	1	1	3	9	511,343
Chittagong Hill Tracts ...	...	...	...	...	...	...	...	...
	5	25	1	2	3	6	19	574,110
Patna Division.								
Patna ... ..	5	38	2	9	17	21	21	91,743
Gya ... ..	1	3	1	...	...	1	2	1,944,151
Shahabad ... ..	1	5	...	...	...	...	3	863,427
Etchoot ... ..	1	7	...	1	...	...	4	1,463,083
Baran ... ..	...	19	...	...	1	1	18	3503,436
Chumpran ... ..	...	...	...	...	...	...	...	...
	10	72	3	9	...	24	49	54,691



## Entrance Examination, 1871—Bengal—(Continued.)

DISTRICT.	No. of Schools	No. of Candidates	PASSED IN THE				No. failed.	Number of the population to every successful Candidate.
			First Division.	Second Division.	Third Division.	Total.		
Bhaugulpur Division.	1	6	...	2	...	2	4	906,493
{ Monghye ... ..	1	13	3	4	2	9	3	202,808
{ Bhaugulpur ... ..	1	3	...	1	...	1	2	1,714,795
{ Purneah ... ..	1	5	...	...	...	...	5	.....
{ Sonthal Pergunnahs ... ..	4	26	3	7	2	12	14	530,989
Orissa Divn.	1	8	...	5	2	7	1	207,112
{ Cuttack ... ..	1	3	...	...	1	1	2	789,674
{ Puri ... ..	1	2	...	...	1	1	1	770,232
{ Balasore ... ..	...	.....	...	...	...	...	...	.....
{ Cuttack Tributary Mehals ... ..	3	13	...	5	4	9	4	474,777
Chota Nagpur.	1	4	...	1	...	1	3	763,000
{ Hazaribagh ... ..	1	2	...	...	...	...	2	.....
{ Loharduggah ... ..	...	.....	...	...	...	...	...	.....
{ Singhbhum ... ..	1	3	...	...	...	...	3	.....
{ Manbhoom ... ..	...	.....	...	...	...	...	...	.....
{ Chota Nagpur Tributary Mehals ... ..	4	9	...	1	...	1	8	3850,003
Assam.	2	9	...	1	2	3	6	187,327
{ Goalparah ... ..	1	2	...	...	...	...	2	.....
{ Kamrup ... ..	1	1	...	...	...	...	1	.....
{ Dugrang ... ..	1	2	...	...	...	...	2	.....
{ Nowgong ... ..	1	2	...	...	...	...	2	.....
{ Silasagor ... ..	1	2	...	2	...	2	...	60,371
{ Luckimpur ... ..	...	...	...	...	...	...	...	.....
{ Khasi and Jynteah Hills ... ..	6	16	...	3	3	5	11	435,534
Private Students and Teachers	...	29	...	1	1	2	27	.....
Jaypur Maharajah's School ... ..	1	1	...	...	...	...	1	.....
Grand Total...	170	1,503	120	289	192	591	922	114,500

The Entrance Examination is taken as the standard of comparison for the several zillas, as it is the lowest standard indicating a serviceable amount of general knowledge, with a useful acquaintance with the English language. Calcutta is beyond all comparison the place in which English education has received the greatest development, for in that city one Entrance candidate is found to every 2,528 persons. The next in order is the Hooghly district, where the proportion is 1 in 14,623. After Hooghly come Bankura, with 1 to 37,627; the 24-Pergunnahs, with 1 to 40,926; Dacca, with 1 to 41,187; Nuddea, with 1 to 54,730; Birbhum, with 1 to 69,592; Murshidabad, with 1 to 79,732; Patna, with 1 to 82,086; Darjiling, and Luckimpur in Assam, stand exceptionally high, owing to their small population and the influence of one good school in each. The districts which passed one candidate to between 100,000 and 200,000 of the population, are Burdwan, Rajshahye, Maldah, Mymensing, and Kamrup; those which had one undergraduate to between 200,000 and 500,000, are Midnapur, Jessore, Faridpur, Backerganj, Sylhet, Bhaugulpur, and Cuttack; and those which had one undergraduate to between 500,000 and a million, are Bogra, Pubna, Chittagong, Noakhali, and Tipperah.

The districts with one passed candidate to between one million and two millions of population are, in order of education, Tirhut, Dinajpur, Purneah, and Gya. Sarun and the Chota Nagpur division have one candidate to about three and a half millions. With the exception of Dinajpur, the districts in which education is most backward are not those in which Musalmans form more than half the population. These Musalman districts form a compact whole, and lie in a four-sided figure having its longer diameter between Chittagong and Dinajpur, and its shorter—the east and west line—through the districts of Nuddea, Jessore, Faridpur, Dacca, and Tipperah. Beyond these limits no district has half its population Muhammadan; within them every district has half its population Muhammadan. It is however a matter of surprise that Murshidabad and Sylhet have more Hindus than Musalmans.

The predominance of Calcutta and its neighbourhood in the University results is further illustrated by the numbers attending the several centres of examination.

For the last examination the numbers were as follows:—

	At Entrance.	At the First Arts.
Calcutta	584	247
Hooghly	208	60
Kishnagar	186	27
Dacca	185	39
Berhampur	105	17
Patna	82	24
Gowhati	12	10
Chittagong	11	2
Cuttack	13	8
Bankura	38	...
Sylhet	16	...
Bhaugulpur	25	...
Barisal	18	...
Ranchi	8	...
Darjiling	2	...
Debroghur	6	...
Total	1,503	434

In the "First Arts" the number examined at Calcutta was considerably larger than at all the other eight centres collectively, and at the

**Entrance Examination.** 586 candidates appeared at Calcutta and 396 at Hooghly and Kishnagar together, and 521 at all the other thirteen centres in the aggregate.

The relative merit of the higher schools is to a great extent determined by the Entrance Examinations, for no school can every successive year send up well-prepared pupils to the examination, unless it gives them a sound ground-work of knowledge in the lower classes; and if it gives this, it is a good school. Hence, success at the annual examinations is a good criterion of merit. Like everything else in this world, it is not a certain test, for some disreputable Committees, shortly before the examination, bribe clever boys to enter their schools from other institutions and pass them at the examination as their own pupils, and thus acquire fictitious merit for their schools. The Director and Inspectors are however aware of the bribery, and take measures to defeat the practice by requiring from candidates for scholarships good reasons for every change of school made in the year preceding the examination.

In the Entrance Examination, for each of the four heads of examination a mark of 100 is allowed, giving a total of 400 marks. Pupils with 200 marks and upwards are placed in the first division; those with 160, and less than 200, in the second; and those above 125, in the third division. In order to pass the test, one-third marks are required in English, mathematics, and the second language, and one-quarter marks in history and geography. Thus, the range of marks in the first division extends from 400 to 200 marks; that in the second, from 199 to 160; that in the third, from 159 to 125. In the last examination in December 237 schools sent up 1,902 candidates, but 75 failed to pass a single pupil. Out of the 767 candidates who passed, 149 were in the first division, 371 in the second, and 247 in the third: 1,085 candidates failed, and 50 were absent. Hence, in every dozen candidates 5 passed and 7 failed. Of those who passed, there were 19 per cent. in the first division, 49 per cent. in the second, and 32 per cent. in the third. These numbers afford a convincing proof of the difficulty of the test, for 1,135 candidates failed or were absent, and one only out of every 13 candidates reached the first division, though that division had a range of 200 out of 400 marks. The fee of ten rupees is an effectual hindrance to unprepared students if poor, for they can raise the money only by persuading their friends of their likelihood to pass, and if they are unfortunate, they will not again raise the money. Moreover, poor students are ambitious of winning scholarships, and these can only be won by a high place on the list. To attain their end, they know that they must not only pass, but pass better than 1,700 rivals.

The average marks gained in the three divisions are roughly proportional to 4, 3, and 2½; but, considering the exceeding difficulty of attaining to the first division, the merit of a place in each division, and the promise of future success in life for the candidates, are as 3, 2, and 1. If we adopt this scale, we can find the merit mark of each school, and of each class of school. To determine the most successful

institutions in the country, we will select those that gain a merit mark of 12 or upwards. This mark can be gained by a school sending up 4 students thoroughly well prepared, or 12 students just able to scrape through, or by any number between these limits. In the whole expanse of territory from Rangoon or Colombo on the south to Peshawar on the north-east, a distance of 2,100 miles, or more than half as far again as from London to Constantinople, only 35 schools out of 237 reached this limit of 12 marks. Of these 35 schools, 25 were in the Lower Provinces of Bengal, and 10 in the rest of the University jurisdiction, including Ceylon. It will be instructive to consider the class of these successful schools. Beyond the Lower Provinces they are without exception what we call collegiate schools, or schools with college classes above them, and a staff able to train students for higher University Examinations. Five are in the North-West Provinces, two in Oudh, and one in each of the Governments of the Punjab, Central Provinces, and Ceylon. The two best of these ten institutions are the collegiate schools of Benares and Bareilly, and they stand, bracketed with the Bhaugulpur zilla school, 17th, 18th, and 19th on the general list.

Of the 25 distinguished schools in the Lower Provinces, 14 are in or near the Metropolis, and are thus situated:—Eight in Calcutta, one in its suburbs, and five on the western banks of the Ganges, in Hooghly Zilla, within 25 miles northward from Calcutta.

It is singular to notice that not a single school on the eastern bank of the Ganges river near Calcutta comes within these limits of marks or near them. There seems no physical cause in the conformation of the country to account for the singular difference in its schools, and we must look to history for its explanation. After the execution of Nanda Kumar, by the sentence of the Supreme Court, for forgery, many of the Brahminds of Calcutta left the place and settled at Bali, 6 miles distant, putting the holy Ganges between themselves and Calcutta. Brahminds always carry with them a respect and desire for learning. A second reason is that the honored missionaries of Serampur, Carey, Marshman, and Ward, introduced the leaven of learning by vernacular schools into the villages around them, and gave it further expansion in their College at Serampur. The third reason is the educational work at Hooghly, carried on first by the schools under Rev. R. May, and subsequently by the college and school supported by the munificent endowment of Mahomet Mohsin.

Among the remaining 11 of the 25 distinguished institutions are the collegiate schools at Dacca, Kishnagar, Patna, Berhampur, and Cuttack. Eight out of the 14 distinguished schools in and near Calcutta are also collegiate schools. It is thus seen that they are the strongholds of the highest education in the territories under the educational control of the Calcutta University. The distinguished higher class schools other than collegiate are the Pogose School at Dacca, the Metropolitan Institution (which however will soon become a collegiate school), and the Government schools at Uttarpara, Mymensing, Howrah, Bhaugulpur, and Bankura; the unaided schools at Kishnagar and Kandi, which stand 21st and 23rd; and the aided school at Konnagar, which stands 24th among the 25 best schools of the Lower Provinces.

Sir Alexander Grant says of collegiate schools: "Any one who knows the great intellectual quickness of native boys, and the immense benefit they invariably derive from contact with a teacher whom they feel to be superior, will acknowledge that the head-masterships of our first grade high schools should be filled by the best men that can be got from the Universities of Great Britain, and that the high schools (as a rule) will never prosper until their head-masterships are so filled."

*List of 25 Schools in Lower Bengal, arranged according to the results of the University Examination of 1871.*

No.	NAME OF SCHOOL.	CLASS OF SCHOOL.	No. of Candidates.	No. passed in the 1st Division.	No. passed in the 2nd Division.	No. passed in the 3rd Division.	Total passed.	Merit marks.
1	Hare School ...	Collegiate ...	45	16	11	7	34	77
2	Hindu School ...	Collegiate ...	45	16	10	3	29	71
3	Hooghly School ...	Collegiate ...	56	6	15	6	27	54
4	Dacca School ...	Collegiate ...	33	6	10	1	17	46
5	L.M.S., Bhownagpur ...	Collegiate ...	25	3	12	1	16	40
6	Free Church Institution, Calcutta	Collegiate ...	39	3	12	5	20	38
7	General Assembly's Institution ...	Collegiate ...	26	4	10	5	19	37
8	Pogose School, Dacca ...	Collegiate ...	44	3	8	5	17	33
9	Kishnagar School ...	Collegiate ...	35	3	8	7	18	32
10	Metropolitan Institution ...	Collegiate ...	33	3	9	3	15	30
11	Utarpara School ...	Collegiate ...	19	6	2	6	14	29
12	Patna School ...	Collegiate ...	20	2	6	5	13	23
13	Mymensing School ...	Collegiate ...	19	2	6	5	13	23
14	Howrah School ...	Collegiate ...	23	3	4	5	12	22
15	Sanskrit College, Calcutta	Collegiate ...	16	5	3	1	9	22
16	St. Xavier's College ...	Collegiate ...	10	4	4	...	8	20
17	Bhagulpur School ...	Collegiate ...	13	3	4	2	9	19
18	Doverton College ...	Collegiate ...	13	4	2	2	8	18
19	Hooghly Branch School ...	Collegiate ...	19	2	2	2	6	16
20	Bankura School ...	Collegiate ...	21	...	2	9	12	16
21	Kishnagar A. V. Schoof ...	Collegiate ...	40	...	3	3	6	15
22	Herhampur School ...	Collegiate ...	20	1	3	4	8	13
23	Kandy School ...	Collegiate ...	12	2	2	2	6	12
24	Konnagar School ...	Collegiate ...	11	1	4	1	6	12
25	Cuttack School ...	Collegiate ...	8	...	5	2	7	12

*List of 10 Schools beyond the Lower Provinces, arranged according to the results of the University Examination of 1871.*

No.	NAMES OF SCHOOL.	CLASS OF SCHOOLS.	No. of Candidates.	No. passed in 1st Division.	No. passed in 2nd Division.	No. passed in 3rd Division.	Total passed.	Merit marks.
1	Queen's College, Benares ...	Collegiate S.	13	3	4	3	10	19
2	Bareilly Collegiate School ...	Collegiate ...	23	2	6	3	11	19
3	Agra Collegiate School ...	Collegiate ...	9	1	7	...	8	17
4	Canning College, Lucknow ...	Collegiate ...	23	3	3	1	7	16
5	Delhi Zilla School ...	Collegiate ...	14	2	4	1	7	16
6	Mussorie School ...	Collegiate ...	6	4	1	...	5	16
7	St. Thomas's, Colombo ...	Collegiate ...	12	1	5	...	6	13
8	St. Thomas's College, Agra ...	Collegiate ...	13	...	5	3	8	13
9	La Martiniere College, Lucknow	Collegiate ...	5	...	3	...	3	13
10	Sagar High School ...	Collegiate ...	10	1	2	5	8	12

From these lists we see that collegiate schools all over India are superior to other schools.

\* In the Lower Provinces these schools would be called higher schools.

Only one out of the best 9 schools in the Lower Provinces is without a college department. College classes seem to give strength and prestige to the school department below them.

Among the schools which passed pupils in the first division, the Hare and Hindu Schools, of which Babus. Gris Chandra Dev and Bholanath Pal are respectively the headmasters, have the proud pre-eminence of passing 16 students each. Dacca passed 8, the Hooghly and Uttarpara schools 6 each, the Bhawanipur Mission Institution and the Sanskrit College 5 each, and 4 each were passed from the General Assembly's Institution, the Pogose School, the Sanskrit College, Bishop Cotton's School at Mussurie, and from the schools attached to St. Xavier's College and to the Devon College.

The 164 successful schools passed 767 candidates, or between 4 and 5 from each school; and they gained 1,427 merit marks, or 8·7 for each school and 1·8 for each pupil, which shows that there were more of the successful pupils below than above the middle of the second division.

Twenty-one schools in Calcutta passed 179 candidates and gained 375 marks, which gives between 8 or 9 successful candidates for each school and 2·1 merit marks for each candidate. Hence, in Calcutta, the majority of the candidates were above the middle of the second division. Beyond Calcutta, and within the provinces of Bengal, Behar, and Orissa, 97 schools sent up 400 successful candidates, who gained 713 merit marks, or each school, on the average, sent up 4 candidates, and each candidate gained 1·8 marks, and each school won 7·5 merit marks. Beyond the Lower Provinces 46 schools sent up 182 successful candidates, who gained 339 merit marks, or each school sent up on the average 4 candidates and each candidate gained 1·8 marks. We see also that each school won 7·5 merit marks. The identity of these averages in number and merit shows that the schools in the Lower Provinces beyond the neighbourhood of Calcutta, and those beyond the Lower Provinces, are the same in strength and progress. The schools of the Lower Provinces, however, are more than double as numerous. The above lists show the 25 schools in the Lower Provinces, and the 10 beyond the Lower Provinces, with merit marks of 12 and upwards; but 14 of the 25 schools being, as we have shown, in or near Calcutta, there is for the rest of the country practically an equality.

The Lower Provinces beyond the metropolis and its neighbourhood have 18 schools better than the best in the other territories, but these are balanced by a larger number of poor schools at the other end worse than their worst, so that equilibrium is restored. These indifferent schools are generally aided schools, whose managers, with an insufficient staff, endeavour to train two or three boys for the Entrance Examination. This practice gives to two or three boys a large portion of the time due to the rest of the schools. It is a waste of power and money against which the Education Department is constantly contending. A good portion of the little ill-will that may exist towards the department, arises from this cause. We will not let schools with small higher classes read for the "Entrance."

Mr. Sutcliffe, in the report of the Syndicate to the Senate, gives, at page 3, an interesting account of the creed of the students for Entrance. I take the liberty of adding to the table two columns, showing the total merit marks and the merit marks on the average.

ENTRANCE EXAMINATION—LOWER PROVINCES OF BENGAL.

*Religion of Candidate.*

	Number of Candidates.	NUMBER PASSED				Merit marks.	Average merit marks.
		First Division.	Second Division.	Third Division.	Total.		
Hindus ... ..	1,287	97	231	162	490	895	1.8
Muhammadians ...	75	4	10	14	28	46	1.6
Christians ... ..	78	10	17	7	34	71	2.1
Theists ... ..	20	5	6	1	12	28	2.3
Brahmists ... ..	63	4	15	8	27	51	1.9
Total ... ..	503	130	269	192	591	1,091	1.87

From the last column it appears that on the whole the Theists sent the best prepared students, and the Christians the next best. The Brahmists and Hindus then followed in succession, and last of all came the Musalmans.

The Hindus, with the 12 Theists and the 27 Brahmists, number 519, the Musalmans 28, and the Christians 34. There is therefore an overwhelming preponderance of Hindus. The Christian community is small; yet if education were valued as it ought to be, more than 34 students should pass every year. The Musalman community passed 28 only. The census, when published, will probably show that if the Hindus passed 519, the Musalmans ought, in proportion to their numbers, to have passed about 300 or 400. I asked an intelligent Hindu gentleman how it happened that in the North-Western Provinces the Musalman students frequently were better than Hindus in the colleges, while in Bengal the reverse was the case. He attributed the fact to the Darwinian theory, and said that the Brahmins and Kayasthas of Bengal came from a long series of ancestors, all of whom were more or less devoted to mental labor; while the Musalmans here were originally Hindus and were converted by force, and retained their old habits of cultivating the soil, and never cared about instruction. In the North-West the Musalmans were descended from the ancient conquerors of India, and were used to mental labor in considering great questions of State policy.

National pride and the memory of past greatness keep the few remaining numbers of the Musalman aristocracy from our schools. With the great mass of Musalmans, however, the cause is different; they have no reminiscences of former glory. At the time of Bucktiar Kili's invasion they were low caste Hindus and cultivators of the soil.

In the Eastern districts they were converted to Islam in large numbers, still retaining some of their Hindu observances. We find the very numerous class of Hindu cultivators are not zealous in availing themselves of instruction, and it is a question whether there really is much difference regarding education between the two great sections into which the body of cultivators has for many generations been divided. They are both ignorant and prejudiced, they both fear their priests, the Mussalman honours the maulvi, the Hindu the guru, but neither care for the school master. On coming to a class above the cultivators in social position we approach the limits with which national pride acts. This pride has kept them away from instruction, and has produced much the same results, as religious disabilities did with the Roman Catholic families in the North of England in the beginning of the 18th century. Being uneducated, their field for enterprise was contracted and their habits became gross.

It may be interesting to see how many Mussalmans passed the University Examinations in the last five years.

The following table gives this information:—

Year.	NAME OF EXAMINATION.	PASSED STUDENTS IN FIRST DIVISION.		PASSED STUDENTS IN ALL DIVISIONS.	
		Total No. of passed Students.	No. of Mussalmans.	Total No. of passed Students.	No. of Mussalmans.
1867	Entrance ... ..	80	0	659	16
"	First Arts ... ..	37	0	161	2
"	B.A. ... ..	19	0	92	2
1868	Entrance ... ..	123	2	734	20
"	First Arts ... ..	9	1	173	2
"	B.A. ... ..	14	0	74	2
1869	Entrance ... ..	143	4	660	23
"	First Arts ... ..	20	0	207	2
"	B.A. ... ..	15	0	90	1
1870	Entrance ... ..	167	5	868	39
"	First Arts ... ..	25	2	185	4
"	B.A. ... ..	4	0	78	0
1871	Entrance ... ..	116	4	581	28
"	First Arts ... ..	24	0	171	1
"	B.A. ... ..	9	0	95	0
Total Entrance ... ..		619	15	3,499	132
" First Arts ... ..		115	2	580	11
" B.A. ... ..		61	0	429	5

The entries in this table suggest abundant reason for regret. Mussalmans, though probably forming more than one-third of the community, are in a painful minority as regards University distinctions. During the last five years, out of 3,499 candidates who passed the Entrance Examination from these provinces, 132 or 3·8 per cent. only were Mussalmans. They ought to have been tenfold more numerous. Out of 900 passed for the First Arts in the same period, Mussalmans gained only 11 or 1·2 per cent., and out of 429 passes for the B.A., they gained but 5 or 1·1 per cent. Hence, not only the number of Mussalmans who pass the Entrance is less than one-tenth what it ought to be, but this painful inferiority steadily increases in higher examinations.



Taking the candidates generally, out of every 100 who pass the Entrance, 26 go on and pass the First Arts, and 12 pass the B.A. ; but out of every 100 Mussalmans who pass the Entrance, only 8 pass the First Arts and 3 the B.A.

If, instead of looking at the total number who pass these examinations, we regard only the number who pass in the first division, the proportion of those who passed in the first division to the total number who passed during the last five years was 18 per cent. in the Entrance, 13 per cent. in the First Arts, and 14 per cent. in the B.A. Examinations. In these five years we find only 15 Mussalmans in the Entrance, and two in the First Arts. No Mussalman reached the first division in the B.A. Examination! Hence, not only do few Mussalmans pass the Entrance, but they pass with less distinction than others, and in the B.A. none gain the first division.

There is, however, one solitary gleam of hope to be gathered from the table. During the last five years the percentage of Mussalmans who pass the Entrance has steadily and continuously risen from 2.4 per cent. in 1867 to 5.1 per cent. in the Examination in December 1871. Mr. Clarke, in his annual report, says that the Mussalmans at school in East Bengal are gradually creeping to the top of their classes, and hence there is some ground to hope that the progress shown by the University results during the last five years may prove permanent.

AGE.—Mr. Sutcliffe has also drawn out a list of the average ages of the students who passed each examination held by the University at the last academical year. These are the results:—

*Result of the Examinations of the University of Calcutta for the year 1871-72.*

			Average age.
Entrance	...	...	17.96
First Arts	...	...	19.62
B.A.	...	...	21.84
Honors	...	...	21.62
M.A.	...	...	23.16
B.L.	...	...	23.66
L.L.	...	...	25.35
L.M.S.	1st Examination	...	21.44
"	2nd	...	23.39
B.M.	1st Examination	...	26
B.M.	2nd	...	25
M.D.	...	...	23.13
L.C.E.	...	...	23
B.C.E.	...	...	23

We see from these figures that the average age of passing the Entrance is just 18 years; but as the average age of passing the First Arts, two years afterwards, is only 19 years and 7 months, and as some who pass the First Arts are the rejected candidates of former years, the fact that the average is five months less than might have been expected, shows that the older students who pass the Entrance did not continue their studies to the First Arts. This is a fact that those experienced in

schools can anticipate, for the stupidest pupils of a class are the oldest. To pass the Entrance is their highest aim. The average age for the B.A. is 21 years and 10 months. The difference between this average and that at the First Arts shows that some students allowed three or more years instead of two to elapse between passing the two examinations. This is due partly to rejections at previous trials and partly to schoolmasters coming up for the B.A. at long intervals after passing the First Arts. Those who pass for Honors in Arts are, on the average, 21 years and 7 months, or three months younger than the average of B.A. students. This also shows that the cleverer students are found among the younger portion of those who pass the several examinations. I notice, in passing, that as some well-prepared students pass at the age of 15 years and 9 months, there are probably many students over 20 years of age who first pass the Entrance, and as some of these would begin their lessons at the age of 6 years, they spent at least fourteen years in reaching the Entrance standard. My experience of schools would lead me to think that the majority of these aged candidates studied first in vernacular schools. The best of the vernacular students are the scholars. Their average age is a little below 14, and the generality of them take five years to reach the Entrance, so that they would not pass before 19 years of age, and therefore their competitors would hardly expect to pass before 20. The truth is that the course of English schools is out of harmony with that of vernacular schools. The classes are graduated chiefly by their knowledge of English, hence vernacular scholars forget their mathematics while learning their English A B C, and have to learn them again. Thus time is lost.

The intention of His Honor the Lieutenant-Governor to allow middle schools to teach English will remove much of this difficulty.

• UNIVERSITY PROCEEDINGS.—The following transactions of the University in the past year may be mentioned.

The Senate adopted, and the Governor-General approved the resolution, that as part of the Entrance Examination in oriental languages, the examiners shall set a paper containing passages in English, to be translated into one of the vernaculars of India at the option of the candidate, the passage being taken from a newspaper or periodical. Persian has been added to the list of second languages. The practice of publishing selections for the Entrance Examination has been abolished. This is a very great alteration, and will bear, it is believed, very severely on small aided schools taught by inferior men.

A committee consisting of Messrs. Woodrow, Ewart, Clarke, and Blanford, presented their report in July on the best mode of introducing the study of natural and physical science into schools and colleges. The report was submitted for the opinion of the Directors of Public Instruction and of the Principals and Professors of all colleges affiliated to the University. These opinions differed widely, but the greater portion of them were for various reasons unfavorable to the introduction of science into the Entrance Course. The result of the reference was the modifications of the course for the First Arts and B.A. Examinations, which have been already noticed.

A scheme for the introduction of vernacular examinations, on the plan of the middle class examinations conducted by the British Universities, was approved by the Senate and by the Governor-General, and the Syndicate decided that the first examination should be held in November 1873.

The following is a synopsis of the receipts and expenditure of the University for the year ending 31st March 1872, submitted by the Syndicate to the Senate:—

RECEIPTS.				DISBURSEMENTS.					
	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.
From Government	...	...	...				Establishment	5,288	0 0
GENERAL FEES.							Office Rent	1,200	0 0
Entrance Examination	10,020	0	0				Scholarship	1,396	0 0
First Arts	10,140	0	0				Medals	207	0 0
B.A.	8,960	0	0				Prizes	300	0 0
Honors in Arts	1,250	0	0				Examiners' Fees	31,741	0 0
M.A. Degree	350	0	0	37,720	0	0	Calendar	300	0 0
LAW.							Minutes of the Senate	436	0 0
B.L. Examination	3,000	0	0				Contingencies	5,672	0 0
Licence in Law Examination	1,450	0	0	4,450	0	0		40,530	0 0
MEDICINE.									
L.M.S. First Examination	1,360	0	0						
Second	1,050	0	0						
B.M. First	40	0	0						
Second	150	0	0	2,600	0	0			
ENGINEERING.									
B.C.E. Examination	36	0	0						
L.C.E.	300	0	0						
				330	0	0			
				52	0	0			
Certificates, &c.	.....	...	...	1,505	0	0	Balance at the end of the year	312	0 0
Book Fund	.....	...	...	175	0	0			
Gown Fund	.....	...	...						
				46,832	0	0			
								46,832	0 0

It will be observed from the above balance sheet that the University is a self-supporting institution, and during last year received nothing from Government.

The several charges of the University were in the first instance paid by Government; but the fees and other receipts completely covered the disbursements, and left a balance of Rs. 312 in favour of the University.

The statement at page 71 of the University minutes shows that the actuals of remuneration to examiners in 1870-71 were—

	Rs.	A.	P.
At the Entrance Examination	...	...	...
First Arts and B.A. Examination	10,325	0	0
Honours in Arts	13,514	0	0
Law	2,100	0	0
Medicine	1,390	0	0
Engineering	5,750	0	0
Medical Scholarships	1,300	0	0
	2,488	0	0

	Rs.	A.	P.
In Engineering .....	970	0	0
In Medicine .....	1,150	0	0
For Medical Scholarships .....	1,396	0	0

• UNIVERSITY SCHOLARSHIPS.—The Premchand Roychand Studentship was awarded to Kartik Chandra Mittra, M.A., of the Presidency College, who took up English, Sanskrit philosophy, and history.

1868.—Aushotos Mukerji, Presidency College.

- It is remarkable that there is only one Brahmin among these picked men of the five years, and that they are all from the Presidency College. • • •

1869—Kartik Chandra Mitra, Presidency College.

- The Duff scholars for the year 1872 were these:—

- SCHOLARSHIPS.—A detailed list of scholarships given in the appendix shows the name of the scholarship, the examination at which it is granted, the number of each kind available in any year, the length of time they are tenable, the amount of each scholarship, monthly and yearly, the total amount of all the scholarships of each kind, yearly. The following is a summary of it:—

*Summary of the list of Scholarships.*

	Rs.	Rs.
UNIVERSITY SCHOLARSHIPS: ... ..		11,320
ENDOWED SCHOLARSHIPS:		
Engineering (Forbes's) ... ..	360	
Presidency College (Foundation) ... ..	3,240	
Hugli (Kartiani and Zemindari) ... ..	768	
Harballao Narayan Singhs Scholarships... ..	240	
Medical College (Goodeve) ... ..	134	
Durga Charan Laha Scholarships ... ..	2,520	
		7,272
GOVERNMENT SCHOLARSHIPS:		
Engineering ... ..	6,000	
Medical—		
English class scholarships ... ..	4,800	
Military „ stipends ... ..	10,800	
Bengali „ „ ... ..	4,080	
Assamese stipends „ ... ..	720	
		20,400
Senior ... ..	23,520	
Junior ... ..	45,120	
Sanskrit ... ..	6,000	
Madrasa (Calcutta) ... ..	3,528	
Do. (Hooghly) ... ..	3,936	
Minor ... ..	12,000	
Vernacular ... ..	54,000	
		1,74,504
Grand-Total ... ..		1,93,069

**THE GILCHRIST SCHOLARSHIP.**—The Gilchrist Scholarship is not included in the list; the conditions on which the Gilchrist Scholarships are granted were printed at full length in the Educational Report for the year 1867-68. It is sufficient to state here, briefly, that two scholarships are given every year; that each scholarship is worth £100 a year, and is tenable for five years; and that travelling allowances of £100 to and from London are granted to each scholar.

The Gilchrist Scholarship examinations are held simultaneously at Calcutta, Madras, and Bombay. The first examination was held in January 1869. Babu Anandaram Burua, of Assam, who subsequently was successful at the Civil Service Examination, was the first successful candidate; and H. L. Simmons, St. Xavier's College, Calcutta, was the second; but the latter failed to produce a medical certificate of good health, and in consequence his scholarship has been kept in abeyance.

At the second examination held in January 1870, 10 candidates presented themselves at the examination, 6 at Calcutta, 3 at Bombay, and 1 at Madras. The two scholarships available were gained by A. J. Read, of the Martiniere School, Calcutta; and Prasanna Kumar Ray, of the Dacca College.

At the third examination held in January 1871, 9 candidates appeared, 6 at Calcutta, 1 at Bombay, and 2 at Madras. Both scholarships were again won by Calcutta candidates, the successful competitors being Srinath Datta and Achornath Chatterji, both of the Dacca College, and subsequently of the Presidency College.

The fourth examination was held in January 1872; and 12 candidates appeared from Calcutta. I am not aware of the numbers competing from Madras and Bombay, the official letter from the Secretary of State not giving the number this year. The following is an extract from a letter addressed to Her Majesty's Secretary of State by Dr. Carpenter, the Secretary of the Gilchrist Trust Fund :—

"I have the honour to inform you that of the candidates who presented themselves at the examination for the Gilchrist Scholarships held in January last, the two following stood highest :—

"I. Nanda Kumar Ray, Presidency College, Bengal.

"II. Balai Narayan Das, Medical College.

"2. Both these candidates acquitted themselves extremely well. The first will have his choice between Edinburgh and London, and the second must study at the place not selected by the first.

"3. I have also to report that the following candidates also gained the number of marks which would have entitled them to a scholarship, and are therefore entitled to honourable mention :—

"III. Bipin Behari Das, Cathedral Mission College, Bengal.

"IV. Stanislaus B. Michael, St. Xavier's College.

"V. Frederic M. DeRozario, Presidency College, Bengal

"VI. Govendra Lal Ray, ditto ditto.

"VII. Atul Behari Moitra, Krishnagar College.

"VIII. Ebenezer Guest Johnson, Madras ditto."

Balai Narayan Das, called also Burua, is an Assamese. Burua in former times was a title designating an officer in the Raja's household. That two out of the eight scholarships open to all India should have been won by students from the sparsely inhabited and educationally backward valley of Assam, is a phenomenon that defies explanation. Anunderam Burua and Balai Narayan Das (Burua) were students of the Gowhatti school; where they won Junior Scholarships, which they held in the Presidency College. This shows the advantage of scholarships in enabling clever lads, discovered in remote parts of the country, to continue their studies in colleges, and thereby win distinction to themselves and honour to their country. Balai Narayan, acting on the principle of nothing venture nothing win, left the Presidency College to attend lectures on Chemistry at the Medical College, and to study Latin with a native friend. I had the pleasure to superintend the studies of Anunderam when he read the differential calculus in addition to his college studies, and of Balai Narayan when he commenced Latin.

During these four years no scholarship has been gained by students of Madras or Bombay. This is the only examination at which candidates from the three Presidencies compete together, and it is probable that the best Hindu students will not from caste restrictions enter into the competition. It is very desirable that some scholarships should be endowed, like the Prefmchand Roychand studentship, which should be thrown open to graduates of the three Universities, and be held either in India or elsewhere for three or four years. This, as I have stated elsewhere, would enable the three Presidencies to see which of them trained the best men.

CLASSIFICATION OF SCHOOLS.—The classification of schools followed by the department that ordered by the Supreme Government, and

described broadly in Mr. Monteath's first educational note. It has not, however, quite met the views of Government as I learned from Mr. Howell, and some more precise classification is considered desirable. It divides boys' schools into the three classes of higher, middle, and lower. The terms higher, middle, and lower refer solely to educational standards and not to social distinctions, though the fact that the cultivators and artisans cannot afford to lose the advantage of their children's labor for a long course of years, and cannot pay the large fees of higher and middle schools, does bring the lower classes of society to the lower schools, and thus introduces in some degree the idea of social distinction. The line of division between the three classes of schools is indistinct, perhaps, from the very necessity of the case. The Educational Department has encouraged the growth of schools, and some few years ago Inspectors rejoiced when a lower school gradually assumed the status and studies of a middle school, or a middle school developed into a higher school. In this process there was of necessity a time when the school crossed the boundary line between the two classes. The Inspector and Managers would then begin to speak about the necessity of a change of the grant, and after a while, when the lower school had really grown into the middle school, the terms of aid were altered and the school was classified as a middle school. Hence, one class of schools faded gradually into another, and it was occasionally difficult to tell to which class a school belonged. And it was quite possible that some poor middle schools were in the standards of instruction below some good lower schools. The standards for the Scholarship Examination of middle English and vernacular schools being defined, there was more certainty about their course of study; but those Government middle English schools, which are improving, have or shortly will become higher schools. Hence, even with the present classification, there is uncertainty as to the class in which schools in a transition state should be counted. But a more important point is that the present system is a classification determined by the studies of the highest class of a school, and that the majority of the pupils of higher and middle schools are in the lower classes, and really are studying the subjects of lower schools. Nothing could be more incorrect than to suppose that the pupils of higher schools were all enjoying higher instruction. The fact is that only a very small percentage of them are receiving such higher instruction. Mr. Clarke says in his report that 20 per cent. of the boys in the middle schools are reading in the third and lower classes, and he goes on to say: "If I were recasting the figures in Table I., so as to show not the expenses on primary schools, but the expense on primary education, I should be inclined to carry at least two-thirds of the expense on middle to primary education." He says, also, that the schools of Vikrampur consist of a small and well-taught head and a large and somewhat neglected tail. Babu Bhudév Mukerji has given in his report some valuable statistics on this point, showing the studies of each class of his English schools and the number of boys employed in them. From this report of the progress of education in the districts of Jessore, Beerbhoom,

Murshidabad, Rajshahi, Malda, and Pubna, I deduce the following table of percentage. Out of 6,191 pupils in English schools (higher and middle) there are in the

Entrance Class	per cent.	3rd Class	per cent.	6th Class	per cent.
Preparatory	2.83	4th	11.39	7th	14.38
"	3.02	5th	11.55	8th	16.01
			10.64		30.20
Total in Upper Department	5.85	Total in Middle Department	33.58	Total in Lower Department	60.57

The first and second classes of middle schools ought to correspond with the third and fourth of higher schools; but as a matter of fact, their best pupils usually take three years to reach the Entrance, and therefore they correspond more closely with the fourth and fifth classes of higher schools. Hence the 20 per cent. of Mr. Clarke and the 22 per cent. of Babu Bhudev Mukerji agree in showing that in the Central and Eastern districts the number of boys above the lower department of our higher and middle schools is small.

The two schools in the Lower Provinces in which the greatest preponderance of advanced pupils are found, are the Hindu and Hare Schools attached to the Presidency College, and in those on the 1st April 1872 there were 21 and 25 per cent. respectively in the two classes of their upper departments.

The classification laid down by Mr. Montearth is somewhat similar to that recommended by the School Enquiry Commissioners in their report to Her Majesty in 1868. They said: "Education as distinct from direct preparation for employment can at present be classified as that which is to stop at about fourteen, that which is to stop at about sixteen, and that which is to continue till eighteen or nineteen: and for convenience sake we shall call these the third, second, and first grade of education respectively. It is obvious that these distinctions correspond roughly, but by no means exactly to the gradations of society."

If, however, it should be the object of Government to determine the sum spent on the education of the labouring poor, I am of opinion that Mr. Clarke's proposal to take expenditure on primary education instead of expenditure on primary schools, will not give so close an approximation to the real fact as is obtained by the present system of estimating expenditure. The table of social position taken with that of primary education would show the number of the labouring poor who give school education to their children. In a paper published in the *Government Gazette* of the 10th July 1872, I described the division of German schools into three departments, called Upper, Middle, and Lower, and I showed that the upper department answered to our preparatory and Entrance classes of higher schools, and the first and second year classes of our colleges; the middle department answered to the third, fourth, and fifth classes of our higher schools; and the lower department to the remaining classes.

In Babu Bhudev's report, the pupils of the higher and middle schools are added together, and the percentages are necessarily taken on the total. If the two kinds of schools had been considered separately, we should find that in higher schools the percentages of the number in



the upper department on the total number in higher schools would be more than double that deduced from the total number of both kinds of schools. By combining the results of the Central Division with those of the South-Eastern and North Central Divisions, I find that an average hundred pupils in the higher and middle schools are approximately arranged according to the following table :—

*Percentage of Pupils in the three Departments.*

DESCRIPTION OF SCHOOLS.	In the Upper.	In the Middle.	In the Lower.
Higher Schools ... ..	12	33	55
Middle " ... ..	...	25	75
Lower " ... ..	...	...	100
Total ... ..	12	58	230
Average percentage in Higher and Middle Schools ... ..	6	29	65

From these percentages the cost of the different sorts of instruction would be deduced at once, if the cost of each school were equally distributed over its pupils according to the column of average cost per head. On this hypothesis the expenditure would appear thus :—

*Cost to Government of each kind of Instruction.*

DESCRIPTION OF SCHOOLS.	Upper Department.	Middle Department.	Lower Department.	Total Expenditure on Schools.
Higher Schools ... ..	28,997	79,743	1,32,906	2,41,646
Middle " ... ..	...	80,903	2,42,890	3,23,853
Lower " ... ..	...	...	1,28,356	1,28,356
Total ... ..	28,997	1,60,706	5,04,152	6,93,855

From this table it appears that though the sum spent on primary or lower schools is only 1½ lakhs, yet that spent on primary or lower instruction is 5 lakhs.

To this view of the case it will be objected that the cost per head ought not to be taken on the average, that in point of fact the advanced boys do cost for their education far more than boys in lower classes, and that the cost of the different classes of every school must be taken before the matter can be decided. In my letter to Mr. Atkinson, No. 3615, dated 16th January 1872, on the question of schooling fees, this fact was discussed in all its bearings, and the exceeding difficulty of exactly apportioning the cost of the education of pupils of the several classes was pointed out. In some schools, masters teach by subjects and not by classes, and consequently their salaries would be distributed over the classes they teach. In English schools, almost without exception the pundits teach several classes. Again, in some large schools the head-master's time is chiefly employed in seeing that other masters do their duty, in showing them how to teach, in preserving discipline, and in conducting correspondence with parents, managers, and in financial arrangements. In every large school there is much business besides tuition to be got through. This requires time, and time means money.

The expenditure on building, on furniture, and on repairs are as heavy for little as for big boys, so that the division of the average cost per head in any one school is not so wide of the mark as might at first be supposed.

The division of the expense in proportion to the fee is another plan. But it will be found that in English schools the Managers, whether Missionaries, Native gentlemen, or others, with singular unanimity, do not exact the fees in any class according to the salary of the master of that class, with an average distribution for contingent expenses. Almost invariably the fee in the lower class is greater than that which would result from such a calculation. The numerous little boys instructed by teachers on small salaries pay for the few advanced pupils instructed by teachers on high salaries. In many schools there is a uniform fee, and complaints have not arisen, as the father of a little boy looks forward to the time when his son will be big; and if he pays too much now, he will pay too little afterwards. Parents also may have boys in different parts of the school, and then the cost per head is equalized.

On the whole, to take the average cost per head is in accordance with general usage, and is the only feasible plan until detailed and well-considered instructions are issued providing some other system of estimating the cost of instruction. The question of fees is still under the consideration of Government.

*Return of Colleges and Schools in operation during the years ending 31st March 1871 and 1872.*

COLLEGES AND SCHOOLS FOR GENERAL INSTRUCTION.				No. of Institutions on 31st March.		No. of Pupils on 31st March.	
				1871.	1872.	1871.	1872.
<i>Superior Instruction (General)</i>							
Government Colleges	...	...	...	11	9	980	930
Aided	...	...	...	5	8	304	357
		Total	...	16	14	1,374	1,287
Unaided	...	...	...	...	2	...	36
		Total	...	16	16	1,374	1,323
<i>Secondary Instruction.</i>							
Government	...	...	...	53	52	10,091	10,282
Aided	...	...	...	80	78	8,091	8,112
Higher Class Schools	...	Total	...	133	130	18,782	18,394
	...	Unaided	...	...	47	...	11,029
		Total	...	133	177	18,782	30,423
Middle Class Schools	Govt.	{ English	...	8	9	740	902
		{ Vernacular	...	200	213	11,715	11,740
	Aided	{ English	...	551	477	25,534	23,492
		{ Vernacular	...	509	763	34,308	33,062
		Total	...	1,537	1,402	72,363	70,006
	Unaided	{ English	...	...	190	...	9,027
		{ Vernacular	...	...	...	...	...
		Total	...	1,537	1,659	72,363	79,123

*Return of Colleges and Schools in operation during the years ending 31st March 1871 and 1872.—(Continued.)*

COLLEGES AND SCHOOLS FOR GENERAL INSTRUCTION.		No. of Institutions on 31st March.		No. of Pupils on 31st March.	
		1871.	1872.	1871.	1872.
<i>Primary Instruction.</i>					
Lower Class Schools	Government Aided Pathshalas	46	20	1,557	586
		2,162	618	59,618	18,277
		.....	1,813	.....	45,916
	Total	2,198	2,451	61,175	64,779
	Unaided	.....	10,918	.....	147,887
	Total	2,198	13,069	61,175	212,666
Schools for Girls, including zenana agencies...	Government Aided	1	2	70	118
		287	297	6,799	8,040
	Total	288	299	6,869	8,158
	Unaided	.....	45	.....	1,360
	Total	288	344	6,869	9,518
Total of Schools for General Instruction...	Government Aided Pathshalas	328	305	25,159	24,558
		3,844	2,238	135,404	92,240
		.....	1,813	.....	45,916
	Total	4,172	4,356	160,563	162,714
	Unaided	.....	10,908	.....	169,939
	Total	4,172	15,264	160,563	332,653
<i>Special Instruction.</i>					
Madrasahs, Government		2	2	173	114
Law, ditto		9	8	643	566
Engineering, ditto		1	1	103	116
Medicine, English ditto		1	1	219	247
Total in Special Colleges		13	12	1,139	1,043
Medicine, Bengali, Government		1	1	256	336
Medicine, Hindustani, Government		1	1	84	118
School of Art, Government		1	1	72	76
Total Special Schools		3	3	412	530
Total of Special Instruction		16	15	1,550	1,573
<i>NORMAL SCHOOLS</i>					
<i>For Masters and Mistresses.</i>					
Government Aided		28	26	1,344	1,417
		12	15	397	473
Total		40	41	1,741	1,853
Unaided		.....	1	.....	14
Total		40	42	1,741	1,867
Total of Government and Aided Schools		4,228	4,412	163,854	166,140
Unaided Schools		.....	10,909	.....	169,953
GRAND TOTAL		4,228	15,321	163,854	336,093

\* The English and Vernacular Departments of the Patna normal school are here counted as making one school.

The total number of pupils under instruction has increased in the year ending 31st March 1872 by 2,286, and the schools themselves by 184. This slight increase is chiefly due to the advance of primary instruction. As the number of unaided schools was not reported in 1871, no comparison as regards them can be made between the two years.

There has been during the years a decrease of 2 colleges and 87 undergraduates. The decrease in the number of general colleges is owing to the abolition of the Chittagong small college, and the omission of the name of the Calcutta Madrasa from the fact of its having no undergraduate pupils. It appears that when the Mussalmans have a college exclusively their own, they will not attend it. The reduction of 87 undergraduates is the outcome of several increases and diminutions; the colleges which have suffered most reduction being those of Berhampur and Kishnagar under Government, and the Cathedral Missionary College. The numbers in each college will be shown further on. The unaided colleges of Serampur and the Calcutta Martiniere have this year been added to the roll; the former has 29 and the latter 7 undergraduates. The Doveton College was temporarily closed in 1871, and has not yet been re-opened. The small number of pupils in the several classes made it financially inconvenient to continue the college. This was precisely the reason why the third and fourth year classes of the Berhampur College were suppressed, because almost as much expense was incurred for the three pupils in each class as if there had been thirty. In both cases the closing of classes is to be regretted, but in both the same everyday influence prevailed; the classes did not pay. Government does not expect its college classes to pay, but after many years of labor and expense, it does expect a populous district to send up more than 6 students to two classes, and if the district will not or cannot send up more students than these, it cannot have high college classes. This subject will be again noticed in speaking of colleges.

The Government English schools of the higher and middle class are now 61 in number, and contain 11,184 pupils. The schools are in number the same as in 1871, but their pupils have increased by 344. There is an increase of pupils both in the higher and middle schools, but by the conversion of the Collinga Mussalman school from a higher to a middle school, the higher class Government schools are reduced, and the middle class schools raised in number by one. There is a falling-off in aided English instruction, for higher schools are less by 2 schools and 579 pupils; aided English middle schools have diminished by 74 schools and 2,042 pupils. The result is a diminution of 76 English schools and 2,621 pupils. The floods in districts near the Ganges and the prevalent sickness account for part of the loss. Moreover, small aided schools frequently collapse and rise again in adjacent villages, but by the order prohibiting fresh grants the latter portion of the process has been suppressed for part of the year, and this fact accounts for the remainder of the loss.

The vernacular middle schools show a small increase of schools and pupils in Government institutions, and for grant-in-aid schools a

slight decrease. Primary schools show, on the whole, an increase of 251 schools and 3,604 pupils. The reduction of Government primary schools from 46 in 1871 to 20 in 1872 is due to the fact that in 1873 Dr. Fallon reckoned the pathsalas under him as Government schools, and this year they were entered under the head of Pathsalas. Girls' schools and zenānas show an increase of 11 schools and 1,289 pupils; this increase is chiefly due to zenana agencies.

**INSTITUTIONS FOR SPECIAL INSTRUCTION.**—The law institutions have been reduced by one college and 77 pupils, owing to the abolition of the classes at Chittagong and a reduction of numbers in several other colleges. The Madrasahs of Hooghly and Calcutta have fallen off by 59 pupils.

The Engineering College has increased by 13 pupils, and the Medical College by 28 in its English classes, by 80 in its Bengali, and by 34 in its Hindustani class. The lecture-rooms are now much too small for the accommodation of the classes, and the vernacular classes from overcrowding cannot receive the full benefit of their instruction, since the majority cannot take notes of the lectures, and are unable to see distinctly the experiments and illustrations. It is difficult to keep a densely-crowded audience quiet; when it is unable to hear properly. If the classes cannot be well taught, the efficiency of its pupils and the reputation of the college must eventually suffer. Hence new lecture-rooms are essential. The Calcutta School of Arts has increased by 4 pupils. The normal schools show a gain of one school and of 112 pupils; the Government institutions show a loss of one school, but a gain of 73 pupils; and the aided schools, a gain of three schools and 39 pupils. The Government school abolished was the Calcutta normal class attached to the Bethune school.

The unaided normal school is that supported by Babu Keshub Chunder Sen and his friends.

**FEES.**—The fee receipts amount to Rs. 7,46,348, against Rs. 7,41,939 in 1870-71. The increase is Rs. 4,409, or a little more than  $\frac{1}{2}$  per cent.

Of the total income from fees, Rs. 4,12,555 were received in Government and Rs. 3,33,793 in aided institutions.

The actual expenditure from fees was only Rs. 7,23,695; the difference between this sum and the sum actually received in fees, viz., Rs. 22,653, represents the surplus fee income obtained in several Government institutions in which the fees are more than sufficient to meet the entire charges, and consequently yield a surplus revenue to the State.

*Fee Receipts during the last five years.*

GOVERNMENT AND AIDED INSTITUTIONS.	1867-68.	1868-69.	1869-70.	1870-71.	1871-72.
	Rs.	Rs.	Rs.	Rs.	Rs.
Amount realized ...	6,01,534	6,69,830	7,29,649	7,41,939	7,46,348
Increase per cent. per annum on the collections of the previous year...	11.01	11.35	8.19	1.65	0.59

*Monthly Grants-in-aid newly awarded, augmented, reduced, and abolished in 1871-72.*

CLASS OF INSTITUTIONS.				Number of Institutions.	Amount of Grant per mensem.	
<i>Grants newly awarded.</i>					Rs. A. P.	
Schools for Boys	{ English	{ Middle class	...	15	341 0 0	
			{ Middle class	...	12	219 0 0
				{ Lower class	...	3
Schools for Girls	{ Middle class	{ Lower class	...	1	14 0 0	
			...	8	78 0 0	
			Total	...	39	671 0 0
<i>Grants augmented.</i>						
Schools for Boys	{ English	{ Higher class	...	1	15 0 0	
			{ Middle class	...	1	8 0 0
	{ Vernacular	{ Middle class	...	1	1 8 0	
			{ Lower class	...	1	16 0 0
Total				4	40 8 0	
<i>Grants reduced.</i>						
Schools for Boys	{ English	{ College	...	1	100 0 0	
			{ Higher class	...	7	41 0 0
	{ Vernacular	{ Middle class	...	29	262 0 0	
			{ Middle class	...	31	79 0 0
Schools for Girls	{ Lower class	{ Middle class	...	4	29 0 0	
			...	6	54 0 0	
			{ Lower class	...	3	6 8 0
Total				81	571 8 0	
<i>Grants abolished.</i>						
Schools for Boys	{ English	{ Higher class	...	2	73 0 0	
			{ Middle class	...	12	521 0 0
	{ Vernacular	{ Middle class	...	23	291 0 0	
{ Lower class			...	5	42 8 0	
Schools for Girls	{ Middle class	{ Lower class	...	6	213 0 0	
			...	4	33 0 0	
Total				52	1,203 8 0	
SUMMARY OF THE ABOVE.						
Grants newly awarded				39	671 0 0	
Grants augmented				4	40 8 0	
Total				43	711 8 0	
Grants reduced				81	571 8 0	
Grants abolished				52	1,203 8 0	
Total				133	1,775 0 0	
Difference of Total				90	1,063 8 0	

*Special Grants sanctioned as Donations.*

CLASS OF INSTITUTIONS.				Number of Institutions.	Amount of Grants sanctioned.
Schools for Boys	{	English	Middle class	6	Rs. A. P. 600 0 0
		Vernacular	Middle class	1	50 0 0
			Lower class	4	420 0 0
					11

EXPENDITURE.—The following table shows the distribution of the expenditure of the Educational Department in the Lower Provinces of Bengal. The expenditure is divided into general and special. The term special has a wider scope than that of technical. The cost of direction and inspection are added to the general expenditure, and that of madrasahs and normal schools to the special. Madrasahs give instruction in the Arabic language and in Muhammadan law; criminal, civil, and ceremonial. Normal schools prepare teachers for general schools.

These institutions give special instruction, and therefore fall under the head of Institutions for special instruction. The Sanskrit College follows the University Course, and is counted as general. In every system of arrangement there always arise cases which are difficult of classification, and the Sanskrit and Arabic colleges are examples. The Medical College and schools, with a cost to Government of Rs. 1,48,916, are entered in the list, though by the budget arrangement they are included under the head of Medical service, and not under that of Education.

*Abstract of the distribution of Expenditure during the year 1871-72.*

## GENERAL INSTRUCTION.

SOURCE OF CHARGE.	EXPENDITURE					Total Expenditure from Imperial and Local Funds.	Percentage on total Expenditure.
	From Imperial Funds.	FROM LOCAL FUNDS.					
	Rs.	Fees and Fines.	Other Local Sources.	Total.	Rs.		
<b>SUPERINTENDENCE.</b>							
Direction ... ..	49,445	.....	.....	.....	49,445	1.87	
Inspection ... ..	2,64,850	.....	.....	.....	2,64,850	8.49	
Total of Superintendence ...	3,14,295	.....	.....	.....	3,14,295	10.05	
<b>SUPERIOR INSTRUCTION.</b>							
Government Colleges affiliated to the University in Arts ... ..	2,07,443	80,598	38,457	1,19,055	3,26,498	9.88	
Private Colleges, Aided, affiliated to the University in Arts ... ..	23,801	20,767	58,290	99,057	1,02,858	3.30	
Total of Superior Education ...	2,31,244	1,01,365	96,747	1,08,112	4,20,360	13.18	
<b>SECONDARY INSTRUCTION FOR BOYS.</b>							
<i>Higher Class, English.</i>							
Government Schools ... ..	1,73,957	2,03,177	23,410	3,96,596	4,00,553	13.36	
Private Schools, Aided ... ..	51,590	77,593	69,057	1,97,250	1,89,240	6.05	
<i>Middle Class.</i>							
Government Schools ... ..	68,809	38,369	2,211	1,09,389	1,00,419	3.47	
Private Schools, Aided ... ..	2,54,984	1,65,395	2,62,089	6,82,468	6,82,468	22.81	
Total for Secondary Instruction ...	5,49,400	4,81,534	3,47,776	8,32,310	13,81,710	44.71	
<b>PRIMARY INSTRUCTION.</b>							
Government Schools ... ..	3,770	430	.....	430	4,200	0.13	
Private Schools, Aided ... ..	31,840	12,007	18,060	30,073	62,919	2.02	
Pathshalas ... ..	92,740	2,506	15,500	58,012	1,50,752	4.76	
Total for Primary Instruction ...	1,28,350	54,943	34,472	89,415	2,17,771	6.91	
<b>INSTRUCTION FOR FEMALES.</b>							
Government Schools ... ..	10,109	795	.....	795	10,904	0.36	
Private Schools, Aided ... ..	60,532	12,874	69,763	1,04,037	1,63,109	5.23	
Total for Female Instruction ...	70,641	13,669	69,763	1,03,432	1,74,073	5.59	
<b>SCHOLARSHIPS, GOVERNMENT, TENABLE IN COLLEGES.</b>							
Senior ... ..	22,277	.....	.....	.....	22,277	0.70	
Junior ... ..	41,305	.....	.....	.....	41,305	1.31	
Sanskrit ... ..	2,892	.....	.....	.....	2,892	0.10	
<b>TENABLE IN SCHOOLS.</b>							
Minor (English) ... ..	8,997	.....	.....	.....	8,997	0.29	
Vernacular (Bengali & Hindustani) ... ..	42,710	.....	.....	.....	42,710	1.39	
Scholarships endowed, tenable in Colleges ... ..	.....	.....	6,671	6,671	6,671	0.21	
" " " in Schools ... ..	141	.....	197	197	341	0.01	
Total for Scholarships ... ..	1,18,325	.....	6,868	6,868	1,25,193	4.00	
<b>MISCELLANEOUS.</b>							
Grant for the Calcutta School Book Society and Vernacular Literature Society ... ..	8,070	.....	.....	.....	8,070	0.25	
Ditto Education Gazette ... ..	3,600	.....	.....	.....	3,600	0.12	
Ditto encouragement for useful publications ... ..	1,759	.....	.....	.....	1,759	0.00	
Ditto petty repairs, &c., of School Buildings ... ..	1,841	.....	.....	.....	1,841	0.00	
Ditto Service Labels ... ..	8,036	.....	.....	.....	8,036	0.25	
Expenditure on Schools abolished during the year ... ..	11,332	.....	.....	.....	11,332	0.03	
<b>Standries.</b> ... ..	9,396	.....	4,107	4,107	13,503	0.30	
Total ... ..	40,014	.....	4,107	4,107	44,121	1.01	
Total for General Instruction ...	14,62,275	6,54,511	5,79,783	12,34,244	20,96,619	85.51	



*Abstract of the distribution of Expenditure during the year 1871-72.*  
SPECIAL INSTRUCTION.

SOURCE OF CHARGE.	EXPENDITURE					Percentage on total Expenditure.
	From Imperial Funds.	FROM LOCAL FUNDS.			Total Expenditure from Imperial and Local Funds.	
		Fees and Fines.	Other Local Sources.	Total.		
	Rs.	Rp.	Rs.	Rs.	Rs.	Rs.
<b>GOVERNMENT COLLEGES, Special.</b>						
Affiliated to the University in Medicine ...	95,990	16,150	.....	16,150	1,12,140	3.58
Ditto in Law ...	1,449	26,419	.....	26,419	27,868	.73
Ditto in Engineering ...	21,608	8,808	.....	8,808	30,417	.97
<b>GOVERNMENT MADRASSAS.</b>						
Hooghly ...	...	137	6,139	6,276	6,276	.20
Calcutta ...	12,325	505	.....	505	12,830	.43
<b>GOVERNMENT SCHOOLS. Special.</b>						
Schools of Medicine ...	.....	.....	.....	.....	.....	.....
Bengali Department, Medical College ...	21,492	9,279	.....	9,279	30,771	1.01
Hindustani do., do. do. ...	31,434	588	.....	588	31,523	1.02
School of Art ...	19,200	.....	.....	.....	19,788	.63
Normal Schools for Masters and Mistresses	1,19,358	4,558	8	4,566	1,23,924	3.97
<b>PRIVATE SCHOOLS, AIDED. Special.</b>						
Normal Schools for Masters and Mistresses	12,637	2,651	16,627	19,578	32,215	1.02
Total of Special Instruction ...	3,35,494	69,184	23,074	92,258	4,27,752	13.56
<b>SCHOLARSHIPS, GOVERNMENT. Special.</b>						
Arabic ...	4,885	.....	.....	.....	4,885	.16
Medical ...	18,104	.....	.....	.....	18,104	.57
Engineering ...	3,279	.....	.....	.....	3,279	.10
Total ...	26,268	.....	.....	.....	26,268	.83
Total for Special Instruction ...	3,61,762	69,184	23,074	92,258	4,54,020	14.49
Total for General Instruction ...	14,52,275	6,54,511	5,79,733	12,34,244	26,86,519	85.51
GRAND TOTAL ...	18,14,037	7,23,695	6,02,807	13,26,502	31,40,539	100.00

We see that the total expenditure on education was Rs. 31,40,539, of which sum Government provided Rs. 18,14,037; endowment, subscriptions, and other local sources, Rs. 6,02,807; and fees and fines, Rs. 7,23,695, besides Rs. 22,653, the profit in the self-supporting Government schools.

With respect to the above sums, Government paid for general education Rs. 14,52,275, and for special Rs. 3,61,762. The fees for general instruction amounted to Rs. 6,54,511 and for special to Rs. 69,184. The subscriptions for general education were Rs. 5,79,733, and for special education Rs. 23,074. These figures show that at present special instruction draws forth from the public about one-tenth part only of the fees paid for general education; more than half the special fees are paid for instruction in law. Direction and inspection take 10 per cent. of the expenditure, colleges 13, schools for secondary instruction 44½, and primary instruction only 7 per cent. This painfully small quota of 7 per cent. for the education of the masses shows that the people at large are still insensible of the advantage of education. Girls' schools

have  $5\frac{1}{2}$  per cent., scholarships 4 per cent., and miscellaneous items 1 per cent., making in all  $85\frac{1}{2}$  per cent. for general education. The remaining  $14\frac{1}{2}$  per cent. is expended on special education, and of this amount the Medical College and its two vernacular schools take up  $5\cdot6$  per cent., engineering 1 per cent., and law only 12 annas per Rs. 100. Normal schools receive 5 per cent., and scholarships about 13 annas per Rs. 100.

A considerable portion of the sum spent on inspection and normal schools is virtually due to primary instruction, for without inspection teachers are irregular in attendance, and their schools in consequence are inefficient. Normal schools are required to train teachers for primary schools. But even if 8 out of the 15 per cent. spent on inspection and normal schools be considered as spent on primary education, the total sum would be utterly insufficient. Government, out of the 18 lakhs for education, spends but one and a quarter directly on primary schools. This is an inequality which requires correction:

The very nature of the grant-in-aid system prohibited Government from spending much where the local effort was but little. The charges for inspection (Rs. 2,64,850) cover the salaries and travelling expenses of 6 Inspectors and of 84 Deputy Inspectors, and the office establishment of the Inspectors.

*Statistics of Inspectors of Schools in the Lower Provinces of Bengal.*

INSPECTORS' DIVISION.	Salary drawn during 1871-72.			Travelling, &c., drawn during 1871-72.			Office establishment, contingencies, &c., drawn during 1871-72.			Total of Charges.		
	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.
Central Division	18,000	0	0	703	10	0	2,891	12	3	21,697	0	3
South-East Division	14,159	5	4	1,303	9	4	3,748	10	1	19,100	8	9
South-West Division	15,000	0	0	1,033	4	4	2,376	0	0	18,400	4	4
North-East Division	12,350	0	0	781	12	0	3,618	1	3	16,547	13	3
North-West Division	12,000	0	0	1,538	4	0	3,146	4	11	16,684	8	11
North Central Division	8,350	0	0	1,777	3	0	1,200	0	0	11,327	3	0
Total	70,759	5	4	7,039	10	8	16,876	12	6	103,675	12	6

*Statistics of Deputy Inspectors.*

Burdwan Division	19	23,700	0	0	10,481	2	0	550	0	0	34,711	2	6
Presidency	15	18,600	0	0	9,518	10	0	327	0	0	28,235	10	6
Rajshahye	21	22,330	0	0	12,657	2	9	389	8	0	35,376	10	9
Cooch Behar	2	1,176	0	0	895	8	0	24	0	0	2,094	8	0
Dacca	8	11,720	0	0	4,512	14	6	1,140	15	5	17,412	3	11
Chittagong	3	3,481	1	6	2,388	11	0	613	8	11	6,194	2	5
Patna	4	9,592	0	11	2,552	5	0	1,216	0	11	13,360	12	10
Bhugulpur	3	5,504	9	6	1,697	14	3	70	3	0	7,959	10	9
Orissa	3	3,300	0	0	1,604	0	0	72	0	0	5,000	0	0
Chota Nagpur,	2	2,100	0	0	1,000	7	0	48	0	0	3,217	7	0
Assam	4	5,235	0	0	2,124	14	3	182	6	0	7,542	4	3
Total	84	106,847	4	11	49,290	9	9	5,630	10	3	161,174	8	11

Salaries of 6 Inspectors	70,759	5	4
Travelling allowance of ditto	7,039	10	8
Office Establishment, &c., ditto	16,876	12	6
Salaries of 84 Deputy	1,06,847	4	11
Travelling allowances of ditto	49,290	9	9
Peons and Contingencies	5,030	10	3
Total	2,64,850	5	5

\* Inclusive of the salary of the Joint-Inspector.

† Travelling of the Inspector was not drawn during the year.

The following tables show the fees and attendance in Government and aided colleges, and the number of pupils at the end of the official years.

The Government of Bengal having desired that the contingent charges of Government colleges having collegiate schools attached should be equally divided between the two institutions, instead of being distributed mainly according to the number of pupils in each, as was the practice in former years, the expenditure in the table appears greater for colleges and less for collegiate schools than would otherwise be the case. The tables of expenditure in Inspectors' returns were drawn up before the issue of the late orders, and could not be altered. This change in the plan of distributing contingent charges is the reason of the difference between the returns of higher schools as shown by the Director and those furnished by the Inspectors. Colleges cost more and collegiate schools less by Rs. 16,099.

*Statement of Expenditure in the Government and Aided Colleges for General Education.*

COLLEGES, GENERAL.	No. on the Rolls (Monthly Average.)	EXPENDITURE IN 1871-72. c			COST PER ANNUM OF EACH STUDENT.		
		From Imperial Funds.	From Fees, En- dowment, &c.,	Total.	From Impe- rial Funds.	From Fees, &c.	TOTAL.
GOVERNMENT.		Rs.	Rs. c	Rs.	Rs.	Rs.	Rs.
Presidency College ...	389	60,901	50,528	1,11,429	152½	126½	279
Sanskrit College ...	26	14,565	1,581	16,146	560	60	620
Hooghly College ...	138	.....	46,228	46,228	...	335	335
Dacca College ...	103	30,224	6,614	36,838	293	64	357
Krishnaghur College ...	105	29,755	6,020	35,775	283	57	340
Berhampur College ...	83	30,797	1,957	32,754	933	59	992
Patna College ...	75	31,339	4,841	36,180	417½	61½	482
Gowhatti High School ...	12	4,744	446	5,190	395	37	432
Cuttack High School ...	21	5,118	840	5,958	243	40	283
Total ...	912	2,07,443	1,19,055	32,6498	227	131	358
AIDED.							
St. Xavier's College, Calcutta ...	30	3,600	14,172	17,772	120	472	592
Free Church College ..	122	5,520	16,920	22,440	45	139	184
General Assembly's College, Calcutta	70	2,200	2,025	4,225	60	171	231
Cathedral Mission College ..	100	7,200	24,225	31,425	72	242	314
London Mission College, Bhowanipur	40	3,281	11,715	14,996	82	293	374
Total ...	362	23,601	79,057	1,02,658	65½	218½	284
Grand Total ...	1,274	2,31,044	1,98,112	4,29,356	181½	156½	337

*Statement of Attendance in the Government and Aided Colleges for  
General Education.*

COLLEGES, GENERAL.	Monthly Fee.	Number of the Bolls at the end of the year.				
		1868.	1869.	1870.	1871.	1872.
<i>Government.</i>	Rs.					
Presidency College...	12-0	292	342	397	405	442
Sanskrit College ...	5-0	27	36	29	28	33
Hooghly College ...	5-0	162	134	144	153	142
Dacca College ...	5-0	126	138	117	112	103
Krishnaghur College ...	5-0	83	106	127	110	96
Berhampur College ...	5-0	71	67	56	41	21
Patna College ...	5-0	45	66	65	84	79
Calcutta Madrasa ...	0-8	6	3	1	0	0
Gowhatti School ...	3-0	2	8	15	17	9
Cuttack School ...	3-0	6	16	22	23	19
Total ...		820	918	973	975	930
<i>Aided.</i>						
St. Xavier's College, Calcutta ...	5-0	40	32	32	36	36
St. Xavier's Church College, " ...	5-0	97	98	103	120	107
General Assembly's College, " ...	5-0	102	100	86	63	89
Cathedral Mission College, " ...	5-0	128	172	144	131	83
London Mission College, Bhowanipur ...	5-0	43	43	44	45	32
Total ...		410	440	413	394	357
Grand Total ...		1,230	1,358	1,386	1,369	1,287
<i>Unaided College.</i>						
Berampur ...						20
La Martiniere ...						7

The Presidency College contained 399 students, cost Government Rs. 60,901, and raised in fees Rs. 50,528, the total charge for the year being Rs. 1,11,429. Hence the yearly cost per head to Government was Rs. 152½ and to the students Rs. 126½, being in all Rs. 279. Comparing these figures with those for other colleges, it is seen that the Presidency College contains three times as many students as Hooghly, four times as many as Dacca or Krishnaghur, five times as many as Patna, and more than ten times as many as Berhampur or the Sanscrit College. Reckoning the cost per head to Government, the Presidency College was the cheapest and Berhampur the most expensive: each student in Berhampur cost Government yearly Rs. 933, or six times the amount of each student in the Presidency. At the end of the year 1871, Berhampur had only three students in each of the third and fourth year classes, and was accordingly closed for those classes. If the schools of Moorshedabad and the northern zillas had supplied the Berhampur College with a fairly numerous set of pupils, the reduction of the establishment would not have taken place, but Government cannot keep up expensive college establishment for many years, when the people will not avail themselves of the advantage of high instruction. The third and fourth year classes at Krishnaghur numbered 12 and 7 students in March last. Both these colleges have been established twenty years. Though Berhampur is so much more expensive per head than the Presidency College,

\* Inclusive of 4 out-students.

yet its total cost was only as 2 to 7 at the Presidency. This shows how greatly the number on the roll influences the cost per head. The number of students at St. Xavier's College was 30, and the total cost of the instruction of each was Rs. 592. The cheapest of the aided colleges both to Government and in total cost was the Free Church Institution, whose students cost per head Rs. 184 each in all. It is also the largest, as might have been anticipated from the fact of its being the cheapest per head.

**COLLEGES FOR SPECIAL EDUCATION.—Law Schools.**—The number of students attending the law classes was 566 on the 31st March 1872, against 643 on the same date last year, showing a decrease of 77 students. The following table gives the number of students on the 31st March 1872, the average number monthly on the roll, the fee, the expenditure, and the excess or deficiency of the fee receipts over or below expenditure:—

*Statement of Attendance and Expenditure in the Government Law Schools.*

LAW CLASSES.	No. on the Roll on the 31st March 1872.	No. on the Roll, Monthly Average.	Monthly Fee.	EXPENDITURE IN 1871-72.			COST PER ANNUM OF EACH STUDENT.			Excess of Fee receipts above expenditure.	Deficiency of Fee receipts below expenditure.
				From Imperial Funds.	From Fees, &c.	Total.	From Imperial Funds.	From Fees, &c.	Total.		
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Presidency College ...	270	291	10 & 5	.....	13,404	13,404	...	46	46	16,360	.....
Hooghly College ...	60	58	5	.....	2,906	2,906	...	51½	51½	639	.....
Dacca College ...	76	72	5	.....	2,307	2,307	...	32	32	2,238	.....
Kishnaghur College...	36	42	5	.....	2,400	2,400	...	57	57	338	.....
Berhampur College ...	20	28	5	721	1,647	2,368	25½	58½	84	.....	721
Patna College ...	80	80	5	.....	2,400	2,400	...	30	30	3,045	.....
Cuttack School ...	8	8	5	479	508	984	60	63	123	.....	479
Gowhatti School ...	7	12	5	250	760	1,009	20½	63½	84	.....	249
Total ...	566	391	...	1,449	26,419	27,868	2½	44½	47	22,620	1,449
Excess of fee receipts over expenditure...	...	...	...	.....	.....	.....	...	...	...	21,171	.....

This table shows that from the law departments taken together Government derived during the year a profit of no less a sum than Rs. 21,171. Last year the profit from the same source was Rs. 14,525. This increase is due to the reduction of salaries of the law professors in the Presidency College, which alone yielded a surplus of Rs. 16,260. The mofussil colleges, with the exception of Berhampur, Cuttack, and Gowhatti, had each a surplus varying from Rs. 300 to Rs. 5,000. The total average cost of a law student was Rs. 37, against Rs. 51 of the year preceding.

*Medical College.*—The steady progress of the Medical College is indicated by the following statement compiled from Dr. Smith's report:—

	Year 1867-68.	Year 1868-69.	Year 1869-70.	Year 1870-71.	Year 1871-72.
<b>UNDER-GRADUATE CLASS—</b>					
At commencement of Session ...	233	243	273	341	388
At end of Session ..	149	149	193	219	247
<i>Of the above the following were pay students</i>					
At commencement of Session ...	141	161	186	249	308
At end of Session ...	86	86	125	159	183
<b>BENGALI LICENTIATE AND APOTHECARY CLASSES—</b>					
At commencement of Session ...	304	327	353	443	508
At end of Session ...	190	181	283	256	336
<b>HINDUSTANI CLASS—</b>					
At commencement of Session ...	188	163	104	135	150
At end of Session ...	119	101	63	84	118

The two prominent facts of this list are, first, the rapid extension of the college; and, secondly, the voluntary or compulsory removal before the end of any year of more than one-third of the students who are present at its beginning.

Concerning the greatest portion of these removals during the year under report the Principal writes:—

"Of the 508 students of the Bengali classes 172 left the College, and of these 130 were struck off the rolls for neglect of study, want of progress, unauthorized absence, and the like; and there were 3 deaths."

Dr. Smith makes the following comments on the progress of the Medical College as shown by the above statistics:—

These statistics prove beyond doubt that this school is annually and steadily increasing in popularity, activity, and usefulness; indeed, that it is now one of the largest schools of medicine in the world. Thus, in the Grant Medical College of Bombay, I find that for the year 1870-71 there were in all 223 students, i.e. little more than one-fifth of our present number.

Formerly, when this College was first started, there used to be two European officers connected with it—the Superintendent and his assistant; now we have 12 Professors and 6 Native teachers.

The school from its foundation has turned out 411 sub-assistant surgeons, 50 hospital apprentices, and 1,086 native doctors.

The endowments of the College at the present time amount to Rs. 14,200, those of the Hospital to Rs. 98,033-13-7, giving a total of Rs. 1,12,233-10-7.

This year a total of 80 students of all classes passed their final examination, against 103, 59, 63, and 55 in the four preceding years.

Of these 80, 60 are qualified to act as independent medical practitioners; the remaining 20 may be regarded as useful assistants.

During the year under report the total number of our paying students was 611 (out of 1,046), against 614, 392, 340, and 297 in the four preceding years. Of these 611, 308 were of the English class, 180 of the Vernacular Licentiate, and 123 of the Native Apothecary class.

Eleven years ago, the paying students only numbered 31, against 611 now. The rate of payment is Rs. 5 a month and Rs. 15 entrance fee.

*Statement of Attendance and Expenditure.*

MEDICAL COLLEGE	No. on the Roll on the 31st March 1872.	No. on the Roll (monthly average.)	Monthly Fee.	EXPENDITURE, 1871-72.			COST PER ANNUM OF EACH STUDENT.		
				From imperial funds.	From fees, &c.	Total.	From imperial funds.	From fees, &c.	Total.
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Under-graduate class ...	247	232	5	95,990	16,150	1,12,140	414	69	483
Hindustani class ...	118	108	...	31,433	89	31,522	291	...	291
Bengali Class ...	336	296	1, 2 & 3	21,492	9,279	30,771	73	31	104
Total ...	701	636	...	1,48,915	25,518	1,74,433	234	40	274

THE SCHOOL OF ART.—The School of Art contained, at the close of the official year, 76 students, a larger number than any former return had shown. Of this number 61 were Hindus, 6 Muhammadans, 6 Eurasians, and 3 Europeans. They were chiefly drawn from the lower section of the middle classes of society.

The Principal represents that the School of Art has now outgrown its small building and limited scale of establishment.

His Excellency the Governor-General expressed himself as “exceedingly struck with the great merit of the work of several students of the School of Art. There was some work, both in respect to wood-engraving, lithography, painting, and drawing executed in the school, which would be a credit to any institution of the same class in any part of England.”

The illustrations produced by pupils of the school for Dr. Fayer’s great work on the Thanatophidia of India are spoken of in terms of high praise by the *Saturday Review*, the *Athenæum*, the *Lancet*, the *Medical Gazette*, the *Edinburgh Medical Journal*, and other periodicals.

The *Saturday Review*, generally so chary of praise, says: “No more beautiful specimens of snake life exist than the Indian cobra and viper, and never have we seen their beauty of form and colour depicted with greater truth and skill than in the colored lithographs which illustrate Dr. Fayer’s report.” The *Athenæum* says: “Of the illustrations, it is impossible to speak in exaggerated terms. There are 28 plates of species, besides three of structural and other details, and we have never seen any representations of smaller objects equal to them in combined faithfulness of detail and artistic effect. The interest attaching to them is greatly enhanced by the fact that they are all the work of native students of the Government School of Art in Calcutta.”

The fee of the School of Art is one Rupee a month. The expenditure during the year 1871-72 was Rs. 19,788; of which Rs. 19,200 were paid by Government, and Rs. 588 by fees, &c. The total annual cost of each pupil was Rs. 430, of which Rs. 417 were paid by Government.

GOVERNMENT MADRASAS.—It was noticed in last year's report that a Committee had been appointed by Government in 1870 to suggest measures of reform for the madrasas at Calcutta and Hooghly, but it could not submit this report in the year 1870-71. The report was received subsequently, and its recommendations are being carried out.

As compared with the previous year, the numbers of scholars have fallen in both institutions, especially at Calcutta.

*Statement of Attendance and Expenditure.*

GOVERNMENT MADRASAS.	No. on the Roll on the 31st March 1872.	No. on the Roll. Monthly average.	Monthly Fee.	EXPENDITURE, 1871-72.			COST PER ANNUM OF EACH STUDENT.		
				From Imperial Funds.	From Fees and Endowments.	Total.	From Imperial Funds.	From Fees and Endowments.	Total.
			As.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Calcutta... ..	82	106	0 8 0	12,325	505	12,830	116	5	121
Hooghly... ..	32	37	0 8 0	.....	6,276	6,276	...	160	160
Total ... ..	114	143	.....	12,325	6,781	19,106	80	47	133

From an enquiry concerning the districts from which the students come who attend the Hooghly and Calcutta Madrasas, it appears that there are no students at all from the Provinces of Behar and Orissa, none from the long valley of Assam and its surrounding hills, none from the Cooch Behar division, and none from the populous Mussalman districts of the Rajshahi division. There are not ten from the districts of the Burdwan and Presidency divisions, including Calcutta. These divisions include Nuddea and Jessore where Mussalman form a majority of the population. Units only come from the districts of the Dacca division and from Tipperah. The two madrasas are the schools of the districts of Noakhali and Chittagong. It is a matter worthy of the investigation of Government, how it happens that these two exclusive and expensive institutions are avoided by the Mussalman of 40 out of the 54 districts of Bengal, and are popular only in the extreme eastern districts of Noakhali and Chittagong.



**NORMAL SCHOOLS.**—The expenditure on the higher and lower classes of Government normal schools for schoolmasters is shown in the accompanying table :—

NORMAL TRAINING SCHOOLS.		No. on the rolls. Monthly average.	EXPENDITURE, 1871-72.		
			From Imperial Funds.	From Local Funds.	TOTAL.
<i>Higher Class.</i>					
Hooghly, Vernacular	...	41	9,515	1,336	10,851
Calcutta, Vernacular	...	60	7,081	30	7,091
Dacca, Vernacular	...	119	10,141	226	10,367
Patna, English	...	33	5,433	.....	5,433
Patna, Vernacular	...	43	6,791	.....	6,791
Cuttack, Pundit Department	...	64	5,686	.....	5,686
Pubna, Vernacular	...	44	2,879	.....	2,879
Mymensing, Vernacular	...	37	2,083	3	2,086
Chittagong, Vernacular	...	19	2,444	.....	2,444
Total		460	52,013	1,595	53,608
<i>Lower Class.</i>					
Burdwan	...	74	6,568	.....	6,568
Midnapur	...	72	6,172	.....	6,172
Jessore	...	41	5,595	830	6,425
Berhampur	...	43	4,916	1,370	6,286
Dinajpur	...	43	1,738	348	5,084
Rajshahi	...	44	5,036	300	5,336
Rangpur	...	62	5,732	10	5,742
Dacca, for mistresses	...	16	1,404	.....	1,404
Rangamatya	...	19	848	.....	848
Gya	...	22	3,162	.....	3,162
Muzafferpur	...	19	2,919	.....	2,919
Chupra	...	16	2,757	.....	2,757
Bhagalpur	...	17	2,677	.....	2,677
Purnea	...	11	1,362	.....	1,362
Cuttack, Guru Department	...	55	5,543	.....	5,543
Gowhatti	...	24	1,394	47	1,441
Nowgong	...	13	1,013	.....	1,013
Sibsagar	...	12	1,307	.....	1,307
Chira Punji	...	44	4,200	70	4,270
Total		647	67,343	2,973	70,316
GRAND TOTAL		1,107	1,19,356	4,568	1,23,924

Normal schools of all kinds, Government and aided, were 41, and contained 1,853 students, and cost Rs. 1,31,995. There was one unaided school, with 14 pupils, in Rajshahi district. The Government schools were 26† in number, with 1,417 pupils, and cost Government Rs. 1,19,358, or Rs. 121 per head. The aided schools were 15 and contained 436 students, and cost Government Rs. 12,637, or Rs. 33 per head. The total cost per head was Rs. 125 in Government schools, and Rs. 85 in aided schools. The divisions of Cooch Behar and

\* Average daily attendance.

† The Patna and Cuttack normal schools consist of two departments, an upper and a lower. The two departments are considered to form one school in the entries of the number of Government normal schools.

Chota Nagpur have not yet been supplied with Government normal schools. Rajshahi has five normal schools, Patna four, Burdwan and Dacca three, Bhagulpur and Chittagong two each, Calcutta, the Presidency, and Orissa, one each. Of the fourteen aided normal schools, three are in Bhagulpur and in Assam, two in Cooch Behar, and one each in six divisions, and none in the divisions of Burdwan, Dacca, Chittagong, and Patna.

The number of normal schools has been reduced, by the abolition of the normal school for female teachers at Calcutta in January last.

The number of students who leave the normal schools without finishing their course, and without obtaining certificates, is very large. Some of the most promising pupils of the higher schools have been obliged, by the necessity of providing for the wants of their families, to leave school and accept subordinate posts. Three years is a long space of time for a course when a man has to provide for children and for a wife or wives.

Hence, in the larger schools, the number of students furnished to schools is twice as large as the number of certificates issued. In Behar English is taught in the normal school, but in Bengal English has been prohibited, on the ground that if the students knew that language they would not continue to work on appointments of Rs. 15 a month; while without a knowledge of that language situations of higher amount than Rs. 15 are few in number and difficult to obtain.

The welfare of the country demands teachers willing to serve on a low salary. Hence, the somewhat selfish policy of denying English practically prevents normal school students from running away. If English were taught, normal school pupils would not serve without a great increase of pay. By a denial of English a comparatively high order of mental cultivation is available, which is very useful in our schools, but which is out of place and altogether without appreciation in our subordinate courts of law and in ordinary trade in the mofussil. We clip the wings of our young eagles in order to stop their flight to higher regions than those for which they are intended. No change would be so popular as the introduction of English into our normal schools. On the introduction of English we could reduce, or perhaps abolish, stipends, which are now the heaviest item of expense in a normal school, but we could not supply good teachers to schools at the present rates.

The normal schools are all vernacular, except that at Patna, which teaches English as well as Hindi and Hindustani. The requirements of Behar are so different from those of Bengal, that a system good for one is bad for the other.

The higher class of normal schools in Bengal Proper contains the larger schools at Calcutta, Hooghly, Dacca, and the smaller schools at Patna, Mymensing, and Chittagong, and the pupilit department at Cuttack.

The course for these schools during the present year is as follows:—

#### COURSE for 1872.

##### *Third Year's Class.*

Bengali.—Jibancharita Meghnadbadha Kavya Bacon's Essays, by Ram Kamala; and Kavya Nirnay, by L. M. Bhattacharya.

Composition.—Bengali Essay writing.

History.—History of England, by Bhudev; and "The Constitution of England," by Rajkumar Sarbadhikari.

Geography and Astronomy.—Physical Geography, by Rajendra Lal; Use of the Globes, by G. C. Banerji, 1st and 2nd Chapters. Popular Astronomy—explanations of the causes of Day and Night, of the Seasons, and of the Eclipses of the Sun and Moon.

Mathematics.—Euclid—first four books, the 6th, and the first 21 propositions of the 11th book, with deductions; Arithmetic (whole); Algebra, as in the second year's course, with the addition of Quadratic Equations, Proportion, Progression, Combination, and Binomial Theorem; Nature and Use of Logarithms; Trigonometry—Definitions, Trigonometrical Ratios, and Formulæ involving two Angles.

Surveying.—Practical Surveying by the Chain and Compass; Mensuration of Planes, Surfaces, and Solids; and Plotting.

Natural Philosophy.—Easy Problems (not involving Trigonometrical operations) on the Laws of Motion, Mechanical Powers, Centre of Gravity, Floating Bodies, and Specific Gravity.

Natural Science.—Human Physiology, by Rajkrishna; or Chemistry.

Art of Teaching.—G. C. Banerji's Book, and Bhudev Mukherji's Book; Lectures and Practice in the Model Schools.

#### *Second Year's Class.*

Bengali.—Dharmariti Sadhibhasataka; Bāsantasena; Kavya Nirnay, from page 127 to the end.

Composition.—Bengali Essay writing.

History and Political Economy.—Charitamanjuri, by K. P. Ray; Political Economy, by Rajkrishna; and Constitution of England.

Geography.—Revision of Political Geography; Physical Geography, by Rajendralal, first half; and Use of the Globes, chapters I and II.

Mathematics.—Euclid—first four books, with deductions. Arithmetic (whole); Algebra—Greatest Common Measure, Least Common Multiple, Fractions, Involution and Evolution, Square and Cube Roots, Surds, and Simple and Quadratic Equations.

Surveying.—Practical Surveying by the Chain and Compass; Mensuration of Planes, Surfaces, and Plotting.

Natural Philosophy.—Prakritic Bigyan, parts I and II., by Bhudev Mukherji.

Art of Teaching.—G. C. Banerji's Book; Practice in the Model School.

#### *First Year's Class.*

Bengali.—Sakuntala, by Vidyasagar; Bahiya Bastu, first part, by Akhya Kumar (Appendix excepted); Mittra Bilap, by Rajkrishna Mukherji; Kavya Nirnay, by L. M. Bhattacharya, from pages 68 to 126, 3rd Edition.

Composition.—Bengali Essay writing.

History.—History of India, by Nilmani.

Geography.—Political Geography, Physical, by Radhika Prasanna ; and Map-drawing.

Mathematics.—The first two books of Euclid, with deductions ; Arithmetic (whole) ; and Algebra, first four rules.

Surveying and Mensuration.—Practical Surveying by Chain and Compass ; Mensuration—Plotting of Plane Surfaces.

Natural Philosophy, by Bhudev Mukherji, part I ; and by Mahendra Nath Bhattacharya.

Natural Science.—Lessons on Objects.

Art of Teaching.—G. C. Banerji's Book, the first fourteen chapters, and chapters III. and IV. of Appendix.

Notice was given that great importance would be attached to the subject of surveying.

It was originally intended that science should be a distinctive point in the course of the higher normal schools, and the teachers sent from normal schools were first called teachers of science, and were intended for employment for English schools. They had, however, but little knowledge of science, and that little could not be used, because the course of English schools was opposed to science. It is difficult, if not impossible, to teach in schools, subjects which are not recognised in colleges.

By a few modifications in their establishment, normal schools may become the most feasible means of training teachers, who, besides the art of teaching, shall know the rudiments of science, and be able to give practical instruction in drawing, surveying, and engineering.

The tables in the appendix (drawn out district by district, and summarised for divisions and for the whole of the Lower Provinces) divide schools into the groups of boys' schools, higher, middle, and primary, normal schools, and girls' schools. Each group is divided into the heads of Government, Aided, and Unaided Schools. With respect to Government and aided schools, information is given in each table concerning (a) the number of schools ; (b) the number of teachers ; (c) the receipts from (1) fees and fines, (2) Government grant, and (3) subscriptions and endowments ; (d) the total expenditure, which usually is nearly the same as the receipts ; (e) the number of pupils on the 31st March 1872 ; (f) the daily attendance during the year then ending ; (g) the cost to Government of each pupil ; (h) the total cost of each pupil. Unaided schools frequently sent in imperfect statistics. They often refused to say anything concerning their finances, and in primary indigenous schools they frequently could not tell the average attendance, as they kept no records. Imperfect statistics only were thus available, and with omissions in all directions it was impossible with any satisfaction to draw out total expenditure. For example, one Inspector reports 544 unaided schools in a district under his inspection ; the number of pupils in these schools on the 31st March was 7,103 ; yet the only farther information he could collect was that one school had raised Rs. 10-8 in fees and Rs. 98-8 in local contributions, and that 20 boys were in average attendance. It would be

absurd to enter these figures as any indication of the finances or attendance of 544 schools.

From the summaries of statistics for divisions we are able to draw out the following results :—

**HIGHER CLASS SCHOOLS.**—Government schools of this class are distributed district by district, and in consequence we find 7 such schools in each of the Burdwan and Rajshahi Commissioners, 6 in Dacca and Assam, 5 in Patna, 4 each in Calcutta, the Presidency, and Bhagulpur, 3 each in Chittagong, Orissa, and Chota Nagpur.

The aided higher schools are most unequally distributed, but they show where the demand for education is the greatest. There are 37 aided and 10 unaided higher schools in the Burdwan division; 27 aided and 10 unaided higher schools in the Presidency division; 14 unaided schools, but not 1 aided school in Calcutta, aids in the metropolis being refused to higher schools.

Then occurs a vast gap, for only 4 aided and 4 unaided schools are in the Rajshahi division, and 1 in the Cooch Behar division; the Rajah's school in the *quasi*-independent territory of Cooch Behar is not included. In the remaining divisions the distribution of higher schools is as follows :—In Dacca division, 5 aided and 6 unaided higher schools; in Chittagong, 1 unaided; in Patna, 1 aided and 2 unaided; in Bhagulpur, 1 aided; in Orissa none, either aided or unaided; in Chota Nagpur and Assam, one aided school in each division, and none unaided. The public money spent on the 52 higher Government schools, with 10,282 pupils, was Rs. 1,90,056, and on the 78 aided schools, with 8,112 pupils, was Rs. 51,590.

The 4 Government schools of Calcutta and the 7 of the Rajshahi divisions took up in all between Rs. 29,000 and Rs. 30,000 for each division; the 5 in the Patna division received in all Rs. 28,435; the 4 in the Presidency division, the 6 in the Dacca division, and the 6 in the Assam division, received about Rs. 18,000 for each division; the 4 schools in Bhagulpur, Rs. 11,500; the 7 in Burdwan, Rs. 10,000; the 3 schools in Orissa and the 3 in Chittagong, about Rs. 9,200 for each division; and the 3 schools in Chota Nagpur, excluding Singbhum, Rs. 7,700. Government money is spent in grants-in-aid to these schools in a most unequal manner; the divisions of Burdwan and the Presidency receiving Rs. 21,400 and Rs. 18,700; Rajshahi, Rs. 3,180; Cooch Behar, Rs. 2,380; Dacca, Rs. 2,190; Assam, Rs. 1,200; Patna, Rs. 1,080, Bhagulpur and Chota Nagpur, Rs. 930 and Rs. 450; and Chittagong, Orissa, and Calcutta, nothing. The total sums spent by Government on higher schools in the several divisions are Rs. 37,000 in the Presidency, between Rs. 30,000 and Rs. 33,000 in Burdwan and Rajshahi, between Rs. 29,000 and Rs. 30,000 in Calcutta and Patna, Rs. 20,000 in Dacca, Rs. 19,000 in Assam, between Rs. 10,000 and Rs. 12,000 in Chittagong and Bhagulpur, less than Rs. 10,000 in Orissa and Chota Nagpur, and Rs. 2,380 in Cooch Behar.

**MIDDLE CLASS SCHOOLS.**—The middle class schools, English and vernacular, have been grouped together this year, regard being had

more to the extent of their routine of study than to the fact of the English language being taught or not taught. The course of study prescribed for the highest classes of these schools has been already given. The middle class schools fill the limits between higher and primary schools; the best of them being equal to higher schools, and the worst being not better than primary schools. The Lower Provinces have 1,658 middle schools known to the department, of which 222 are Government schools, 1,240 aided, and 196 unaided. The Government middle schools are only one-sixth the number of the aided schools, while the unaided schools are fewer than the Government schools. Government has but 9 middle class English schools. The following is the distribution of the middle schools among the several divisions:—Dacca, Rajshahi, and the Presidency stand at the head; Dacca has 328 schools and 15,184 pupils; Rajshahi has 299 schools and 11,150 pupils; and the Presidency has 308 schools and 16,525 pupils. At this point a wide gap of nearly 200 schools occurs, and then are found Patna with 105 schools and 4,868 pupils; Chittagong with 87 schools and 3,122 pupils; Orissa with 64 schools and 2,708 pupils; Assam with 53 schools and 2,547 pupils; and Bhagulpur with 41 schools and 1,597 pupils. At the end are found Calcutta with 22 schools and 3,820 pupils, and Cooch Behar with 14 schools and 500 pupils.

The total sum spent by Government in each of the divisions on middle schools for boys is as follows:—Burdwan, Rs. 64,000; in the Presidency, Rs. 60,000; in Rajshahi, Rs. 50,000; and in Dacca, Rs. 44,000. After the gap noticed above, then follow Calcutta taking up Rs. 20,000; Patna, Rs. 19,200; and Chittagong, Orissa, Assam, and Chota Nagpur, each taking up between Rs. 11,500 and Rs. 13,000; Bhagulpur takes up Rs. 9,600; and Cooch Behar Rs. 4,100. The average cost per head to Government yearly, according to the number on the roll, is Rs. 7-6-4 for 12,642 pupils in Government schools, and Rs. 6-0-4 for 57,452 pupils in aided schools. The total cost per head is Rs. 11-72-1 in Government schools, and Rs. 16-3-3 in aided schools. The reason why the total cost is less in Government schools than in aided schools is, that the proportion of English schools is much larger in the total of aided schools than in the total of Government schools, and English schools take higher fees than vernacular schools.

It is to be regretted that the division between the English and vernacular schools of the middle class was this year suppressed.

**PRIMARY SCHOOLS.**—Primary boys' schools are divided into the four heads of Government, Aided, Government Pathsalas, and Unaided. The 20 Government lower class schools, with 586 pupils, are usually found in places where Government established schools, because no one else would do so. Many of these schools were established before the five-rupee pathsalas were opened. They cost Rs. 9-3-1 per head yearly. They are found in the four Commissionerships of the Presidency, Rajshahi, Dacca, and Orissa. The lower class aided schools are 618 in number, and contain 18,277 pupils. The majority of them are circle schools and aided missionary schools. The pathsalas consist of day schools receiving Rs. 5 a month, and night schools paid according to number.

Pathsalas are practically Government schools. On the 31st March they were 1,801 in number, and contained 45,702 pupils, and cost Government Rs. 92,115 out of a total of Rs. 1,49,445. Hence, the average cost to Government of each pathsala was Rs. 51-0-6. The difference between this sum and Rs. 60 a month is due to the cheaper cost of night schools than of day schools, to cuttings of stipends, and to new appointments during the year. On every rupee of expenditure on these schools Government pays 10 annas, and the people 6 annas. Probably something is given in the shape of food and clothing, which is not regularly brought to account; but yet there is reason to fear that whenever Government takes up a village school, the people diminish their contributions. Children to the number of 45,702 in 1,801 schools paid in fees Rs. 42,508, and in subscriptions Rs. 14,506, or Rs. 56,000 in all. Hence the average payments were Rs. 31 in each school, and Rs. 1½ for each boy. It is to be observed that the pathsala system is at present chiefly found in the divisions of Burdwan, the Presidency, Rajshahi, and Orissa. The total sum spent by Government on primary education was Rs. 1,28,355, a little over 1½ lakhs.

**GIRLS' SCHOOLS.**—Among 344 girls' schools on the Inspectors' lists, there are 2 under Government, 297 aided, and 45 unaided. The two Government schools are the expensive Bethune School and the school in the Khasi Hills. The former cost Government during the year Rs. 9,793, and the latter Rs. 316. The 297 aided schools are very unequally scattered over the country and follow the distribution of schools for secondary education. The number of schools and pupils in the several divisions are in

Burdwan	...	43	Schools and orphanages for girls	1,236	Pupils.
The Presidency	...	54	"	1,821	"
Calcutta	...	110	"	2,584	"
Rajshahi	...	39	"	635	"
Cooch Behar	...	4	"	61	"
Dacca	...	19	"	275	"
Chittagong	...	1	"	5	"
Patna	...	2	"	20	"
Bhagulpur	...	8	"	37	"
Orissa	...	1	"	1,024	"
Chota Nagpur	...	16	"	31	"
Assam	...	...	"	211	"
		267		8,040	

The unaided girls' schools which sent in returns are in

Burdwan	...	3	Schools	39	Pupils.
The Presidency	...	17	"	420	"
Calcutta	...	14	"	732	"
Rajshahi	...	5	"	64	"
Dacca	...	3	"	35	"
Patna	...	2	"	40	"
Bhagulpur	...	1	School	12	"
Orissa	...	1	School	18	"
		45		1,980	

The zenanas taught by one female teacher are counted as one school.

The sum spent in the year on the 297 aided schools was Rs. 60,531, of which sum Rs. 33,538 was spent in Calcutta, less than Rs. 10,000 in each of the divisions of Burdwan, the Presidency, Rajshahi, Dacca, Orissa, and Assam; less than Rs. 1,000 in Cooch Behar, Patna, Bhagulpur, and Chota Nagpur; and less than Rs. 100 in Chittagong.

The table of statistics, district by district, excludes the expenditure on colleges for inspection and direction, as they are supposed to belong to a wider circle than the district or division in which they are situated. The expenditure on every 100,000 of the population contains some exceptional items, and the most educated, and some of the least educated districts rise in the scale of expenditure; the former because of the extent of education, and the latter because of the comparative sparseness of population. For example, the education of every lakh of the population costs in Hooghly—the best educated district of Bengal—Rs. 4,144, but it rises to Rs. 6,305 and Rs. 5,024 in the Khasi Hills and in the Chittagong Hill Tracts.

The districts may be thus arranged according to the expenditure on every lakh of the population. •



## REPORT OF THE OFFICIATING DIRECTOR

*Table showing the sum spent by Government during the year 1871-72 in each District and Division on Schools of all kinds for every 100,000 of the population:*

[illegible]

Reckoning by population, the Assam Division has the most money spent upon it, every lakh of inhabitants costing Rs. 2,584 a year, that is, each person cost 6 pence a year for education. Next in order come the Presidency and the Burdwan Divisions: then the Cooch Behar Division, and then Rajshahi. All these range within Rs. 1,600 and Rs. 2,600 a year. With an expenditure between Rs. 1,000 and Rs. 750 yearly to a lakh of people, we find in order the divisions of Orissa, Dacca, and Chittagong; between Rs. 750 and Rs. 500 are Chota Nagpur and Patna; and lowest on the list comes Bhagalpur.

If from the total cost on education we turn to the cost of primary education, and consider what is spent on the masses who chiefly attend such schools, we should find an entire re-arranging of the districts necessary.

The cost on every 100,000 of the population then confines itself to very small limits.

*Table showing the sum spent by Government in the year 1871-72, in each District and Division, on the PRIMARY Education of 100,000 of the population.*

[illegible]

The average contribution of the State for the primary education of every 100,000 of its population is Rs. 193, while for their secondary education it is Rs. 825. This disproportion requires to be remedied. In England the sum spent by Government for the primary education of every 100,000 of the population is Rs. 36,810.

GOVERNMENT MINUTES AND RESOLUTIONS.—Four important resolutions of Government concerning education were issued during the official year. In September 1871 His Honor enjoined that the study of Sanskrit in our schools should be voluntary. The resolution was circulated widely by newspapers over the country, but by a misapprehension in the Educational Department as to the channel of communication, it was not officially notified to some schools. This was corrected in January and enforced by orders directing that the circular requiring a knowledge of Sanskrit as a condition of winning a Junior Scholarship should be cancelled; that pupils who studied Sanskrit should make applications stating their desire to do so in writing; that it should only be taught in higher schools, and to two, subsequently extended to three, classes; that the classes in which it was taught should consist of at least 10 boys; and that it should be erased at once from the normal school course. If peculiar circumstances in certain cases rendered a slight modification of these orders desirable, each case would be considered on its own merits.

On the 4th of December 1871 two important minutes were issued, one on education in Government schools, and the other on the vernacular languages.

The minute on education in Government schools described the circumstances which showed that in certain schools in Behar the instruction in history and geography was very superficial, and the arithmetic neither so practical nor ready as in native *pathshalas*; and it came to the conclusion that in "our schools there is too much cramming of languages, and too little useful knowledge taught. There must be less of the one and more of the other; the language cramming must be reduced so much as is necessary to make room for the teaching of practical arts." It was carefully explained that His Honor was far from wishing to discourage the study of philology, and that he would be glad to give facilities to students who really seek classical learning for learning's sake; but he would not force the study of oriental or western classics on all students. In accordance with these principles it was directed that—

In all Government institutions the real vernacular of the country must be efficiently taught.

English being adopted as the language of higher instruction in these provinces, and being greatly in demand, will be taught as much as our means admit.

No oriental classics will be compulsory in Government establishments. Sanskrit will not be taught in any schools unless it be in certain "higher" schools where there is a genuine demand for it.

Classes for drawing, surveying, and other practical arts will be opened in all "higher" schools and other schools, where there is a sufficient demand for practical instruction.

As a special concession to Muhammadans, where there is a sufficient demand to justify the supply, there will be a special class to teach Muhammadans Arabic or Persian after their own fashion. No Hindus will be admitted to this class. These orders concerning Sanskrit, surveying, and special schools for Muhammadans had previously been issued separately.

At the end of the official year arrangements had been made to introduce a study of drawing, surveying, and engineering into the colleges of Cuttack, Patna, Dacca, and in the Engineering branch of the Presidency College.

The minute on vernacular languages pointed out that the vernacular school books in use in Behar, were debased by excessive importation of words and constructions from the Persian and Arabic languages, so that they ceased to be in the vernacular of the country understood by men of ordinary intelligence.

The minute also, applying the term Urdu to designate this medley of foreign words and phrases, said that Urdu should be abolished in all the Government schools.

It also directed that the language used in Bengali school books should be the real vernacular language of the people, and the Director and Inspectors were held responsible that no book should be used in our schools which was not in the real and genuine vernacular, and that lists of such books, examined and approved, should be submitted.

Much correspondence has ensued concerning the measures necessary to introduce into the schools of Bengal a knowledge of useful arts and modern science in the place of dead languages, and to restrain in our school books the use of foreign phrases and of many-worded compounds. The University, though it gives the option of examination at the Entrance in Greek and Hebrew, which are seldom taken up by students, refuses to examine in modern science, which perhaps might be taken up by several candidates. Even if it were not taken up by any student, science would simply be in the position of Hebrew and Greek. The attitude of the Calcutta University towards the study of modern science is such that not one single higher school, Government or aided, throughout the whole of Bengal, Behar, and Orissa, has dared to introduce modern science into its course of study, because modern science is a subject in which the University will not examine at the Entrance, and students are afraid to jeopardize their chance of passing by giving time to subjects unrecognised by the University, since failure at the Entrance Examinations means exclusion from the professions of law, physic, and engineering, and from the attainment of a good English education.

The pedantry which delighted in words of a dozen syllables has received a check by the good sense of the best authors, but the purism which admits words of Sanskrit origin only into Bengali is in full vigor. Our scientific books abound with new coined words, and each author invents his own nomenclature, so that glossaries, at the end of each book are essential. In chemistry oxygen appears as *'amlajan*, the acid former. Thus the error, which was pardonable in Lavoisier groping his way between darkness and dawn, is perpetuated by our

Sanskrit purists in the full light of knowledge. The names of the elements being changed, chemical formulæ appear with changed letters, unless the unsymmetrical plan is adopted of using the European symbols to describe the elements.

In trigonometry an attempt has been made to Sanskritize even symbols, and trigonometrical ratios are rendered by a very clumsy notation in which the inflexion of the genitive case is introduced; for example—2 Sine 2 A appears in an equation as 2 (2 A'er Sinjini).

The worst of this purism is that it breaks down utterly when applied to such an expression as the angle whose tangent is A. For this expression the European symbol is adopted but the Sanskrit word is used.

It appears as "Pasi A."

Purism has run mad when it insists on Sanskritizing half a system of notation, though it is obliged to leave the other half in its European form, and only semi-translated. Moreover, the noble old Sanskrit pundits did not use our modern trigonometrical ratios, and to translate such an abbreviated expression as the tangent of an angle, by words meaning the touching line of an angle, is absurd. An angle cannot be touched by a line. It is to be hoped that the Translation Committee will introduce some restraint on the excess of devotion to Sanskrit.

Several matters of great importance were discussed during the year, but decision on some of them had not been passed up to 31st March last.

Among the matters on which action had been taken was the requirement from every candidate for a Government scholarship of a knowledge of the "ordinary and simple language of business of their country and race," and the removal of the condition that a knowledge of a classical language should be an essential condition for obtaining such a scholarship.

On the 17th May 1871, in letter No. 1431 to the Director of Public Instruction, His Honor the Lieutenant-Governor gave the first orders on the subject of classical languages. The letter is as follows:—

"The Lieutenant-Governor is pleased to cancel the rule submitted with your letter No. 2716, dated 29th June 1867, and sanctioned by Government letter No. 306T, dated 10th August 1867, with effect from January 1870. That rule, which is now attached as a note to the end of the Junior Scholarship Rules, restricts the grant of Junior Scholarships to those candidates who pass the University Entrance Examination in one of the classical languages, notwithstanding that they may have taken a high place in the examination generally, in which a classical language is not obligatory. The effect of the present order will be that the scholarships will be given without the restriction according to the general result of the University Examination. Students who have learned or are learning a classical language, will not lose their labour, since they can get it up, and it will count with other subjects under the University Rules.

"2. You are requested at once to notify the abrogation of the note published at the end of the Junior Scholarship Rules, to which this letter refers.

"3. The Lieutenant-Governor thinks it very essential that no scholarship should be given to any student with a view to his proceeding to higher education, unless he has a competent knowledge of the use of his own vernacular language; and you are requested to submit, for approval, a rule restricting scholarships to candidates who can show, by their school certificates or otherwise, that they can read and write with facility and correctness the ordinary and simple language of business of their country and race."

The orders of the 17th May 1871 were enforced in the letter of Government dated 19th July 1871, and the Director of Public Instruction was enjoined to submit for approval, on an early date, a rule restricting scholarships to candidates who could show by their school certificates or otherwise that they could read and write their vernacular language with facility and correctness. As such a certificate could best be given by the University, the Syndicate, on the motion of the Director of Public Instruction, seconded by Dr. Murray-Mitchell, passed the following resolution:—

"That as a part of the Entrance Examination in literature, the examiners in the oriental languages shall set a paper containing passages in English to be translated into the several vernaculars, the passages being selected from a newspaper or other current literature of the day."

This resolution having passed the Faculty of Arts, was sanctioned by the Senate on the 29th December 1871.

On the 12th October His Honor called for the draft rules restricting the award of scholarships to those who could read and write their vernacular with facility and correctness. He then took occasion to re-affirm the principle that a classical language was not to be obligatory for Government scholarships.

On the 4th December 1871 His Honor issued his important minute on the vernacular language. The minute was published in the *Government Gazette*, and is reprinted in the Appendix.

Some misunderstanding having occurred at the channel of communication by which the orders concerning the study of Sanskrit and Arabic were communicated to schools, and His Honor finding that it had not been officially communicated in some instances, enjoined, on the 19th January, that all Inspectors should make the order fully known in their division, and required a detailed report on the effects of the orders about Sanskrit on the late distribution of scholarships. The report was to show how many scholarship-winners would have been ineligible under the Rule of 27th August 1867.

On the 22nd March 1872 His Honor directed that Sanskrit should be taught to no more than the two highest classes of any Government school. This order however was subsequently slightly modified, and Sanskrit allowed to be taught in three classes in certain schools and on certain conditions.

The following are some other matters on which discussion had been carried on, but no orders finally passed:—

On the 18th December 1871, in letter No. 3769, dated 18th December 1871, the Government of Bengal, in consequence of circumstances

arising in the Deoghur school, required measures to be taken for altering the mode of appointment in Government schools, and for extending the powers of the Local Committees of Public Instruction.

The Inspectors of Schools were generally of opinion that the present system had worked fairly. Mr. Clarke showed that if promotion of masters were made by the Educational Department, it would be from the divisional roll of each Inspector; and that promotion by the Local Committees would always be a seniority system in each school. Mr. Woodrow was of a similar opinion. He thought that the selection of masters by one man who has no interest in choosing wrong is generally better than the selection by several men, some of whom may have private reasons for not choosing right. In all Local Committees where matters proceed in an easy way, the effect of transferring the power of appointment from the department to the Local Committee would, in his opinion, be the gradual promotion of the staff as vacancies occur, and the exclusion of young, well-prepared teachers. It would thus be difficult to keep the staff in full efficiency.

Mr. H. L. Harrison, C.S., Officiating Inspector of Schools, South-West Division, wrote on the 25th March 1872 a note concerning Local Committees, from which the following is an extract:—

2. My experience both as a member on several occasions of Local Committees of Public Instruction, and also as Officiating Inspector of Schools in the South-West and Central Divisions, has led me to the conclusion that as at present constituted, such Committees cannot be looked to for any efficient work. The members of the Committees are generally gentlemen who are cut off from all participation in, and consequently from all sympathy with, the general organization and proceedings of the Educational Department in all its other branches, hence they know but little of the requirements of the zilla school, which is in fact the apex of this organization in each district, and are often out of harmony with its aspirations.

3. To remedy this want of harmony and sympathy, and also to relieve the Inspectors of Schools of a great deal of detailed work which they cannot well perform from a distance, I am strongly of opinion that Local Committees of Public Instruction ought to be converted into District Committees, having a voice in the management of all the operations of the department within the district, and the disposal of many details, such as the selection, with the advice of the Deputy Inspector, of the places where pathshalas should be established, the transfer of such pathshalas from one place to another, the confirmation of all masters in aided schools, on salaries not exceeding Rs. 50; also the appointments of all English masters in Government schools up to the same limit, and of all pundits not exceeding Rs. 15; also considerable powers in corresponding with the Committees of aided schools, and sanctioning their proposals.

6. The advantage which I anticipate from an expansion of the functions of the Local Committees, the bare outline of which I have sketched out, is a great improvement in the interest taken in education by the district officials, and a better understanding between the teachers in a district and its administrative staff. I do not think it possible to question the conclusion that at present the relations between the general administration of the country and its schools and schoolmasters are not as close or intimate as they should be—an evil which a partial decentralization of educational supervision would remedy. On the other hand, by reserving all more important matters of control and direction, as well as the better paid appointments, to the higher officers of the department, that special and comprehensive knowledge as well as unity in essentials, which is necessary for the due development of education as a whole, would be preserved. I need scarcely add that any measure which relieves Inspectors of routine work, and left them more time for inspection, would be in itself a gain.

7. A further advantage, and that not the least, which I anticipate from such a measure is, that the expansion of the functions of the Local Committees would afford room for the creation of another body to occupy part of the ground vacated by them, viz., a committee of masters of each zilla school to consult about the organization and management of the school. At present every aided school and most Government schools have attached to them Committees, who have the power of initiating almost any proposals regarding the management of the school, such as concerning fees, classes, holidays, studies, &c., such proposals requiring, however, the confirmation of the Inspector. The Committee that is supposed to do this work for the zilla schools is the Local Committee of Public Instruction, and I do not think it will be denied that, as a whole, its members do it very badly. They have not the time or the experience requisite for an intelligent appreciation of the *pros* and *cons* of the several matters of detail laid before them, and generally form a machinery for registering the opinion of the head-master. Were the Local Committee of Public Instruction converted into a Committee for superintending generally the educational operations of the district, and confirming or modifying up to certain limits the proposals of the several school Committees, then I would form the school Committee for the zilla schools from the teaching staff, and give them power of managing the fees, discipline, punishments, studies, &c., of the school, subject to the general control of the District Committee, and ultimate control of the Inspector and Director. I am confident that they would form a very intelligent Committee, and the increased interest which it would give them in the working of the school would be greatly conducive to its efficiency.

**FEES.**—On the 31st October 1871 His Honor required a careful report to be submitted on the subject of schooling fees. In his visit to the Birbhum school he found that a fee of Rs. 2 per scholar was charged in the first class of 24 pupils taught by a master on Rs. 150 per mensem; whereas in the 9th class, consisting of 54 pupils, and taught by a master on Rs. 15 per mensem, a fee of one rupee was levied. It seemed to His Honor that the lower classes were made to pay for the higher, so that not only did the higher institution cost more than the lower, but a double injustice was done to lower education in making it pay for the higher classes in each school.

The matter was investigated by the Inspectors of Schools, who all concurred in the opinion that a very high fee in the higher classes of English schools was undesirable. It seems, however, that it was not the intention of His Honor to raise the fees of higher education, but to reduce the fee on low education, so that the rudiments of knowledge may be had for little cost everywhere. His Honor noticed, with commendation, Babu Bhudev Mukerji's letter, from which the following passages are extracts:—

*Extract from a letter from the Inspector of Schools, North Central Division, to the Director of Public Instruction, No. 2185, dated 19th February, 1862.*

“In the first place, I beg to observe that fee rates in the different classes of a school ought not, in my humble opinion, to be regulated simply in accordance with the expenditure required on each class of it. In one sense a school may be regarded as a unit, the several classes of which are not such parts as may be dealt with quite distinctly by themselves. The supervision of one head-master extends over all the classes, his guidance instructs all the subordinate teachers, and his



competency and sense of duty impart attractiveness to the whole school.

"At the same time it must be observed that one uniform rate of fees cannot be fairly levied in all the different classes of a school. A uniform price cannot be charged for articles of unequal value. The teaching imparted by the lower masters in a school is always cheaper. There is always a larger supply of such teaching than that of the superior teachers.

"There is another reason also why the fee rates in the lower classes of a school must be lower than those charged in the higher classes. The means of those who want the superior teaching of the higher classes are greater than the means of those who must be content with the lower teaching of the inferior classes of a school.

"It is thus seen that there are reasons both for uniformity as well as diversity in the fee rates chargeable in the different classes of a school. In laying down a correct principle for the determination of fee rates in the classes of a school, it is therefore necessary to give due weight to these mutually conflicting considerations. But, the difficulty of apportioning anything like a money value to the supervision, guidance, and competency of the head-master as they affect the different classes, or to the teaching of the lower teachers, &c., &c., must necessarily be great."

"I would apply the rule thus :—I would take the average fee rates in the different classes of all the aided schools of the same status in a district, and double the average to fix the fee rates for the different classes in the Government school. This I would repeat every third year."

Previous to the issue of the minute on the 4th December, on education in Government schools, His Honor, on the 16th November 1871, had directed the Commissioner of Orissa that all candidates for the police and the Subordinate Civil Service must learn surveying and engineering in addition to the other subjects prescribed for their examination on the 23rd November 1872. A Committee also had been appointed, consisting of Messrs. Schalch and Bernard, to report on the subject of instruction in surveying: they were directed to report upon—

1st. The system of surveying which should be adopted and taught in Bengal.

2nd. The best manner of teaching it, and the best course of obtaining teachers.

3rd. The way of procuring as soon as possible a competent staff of surveyors for work which must be at once taken in hand.

The Committee presented their report on the 3rd February. They recommended that surveying with the compass, chain, and field book, and also surveying with the plane table, should be taught to survey classes. The views of the Committee were adopted generally by Government, and on the 23rd February 1872 the following orders were issued to the Department of Public Instruction :—

*From R. H. Wilson, Esq., Officiating Under-Secretary to the Government of Bengal, to the Director of Public Instruction,—(No. 693, dated Fort William, the 23rd February 1872.)*

I am directed to acknowledge the receipt of your letter No. 582, dated 8th February, and in reply to forward to you the accompanying report by Messrs. Schalch and Bernard on the course of instruction in surveying to be given in the Government colleges and schools, as well as the means at present available for carrying out the scheme.

2. The Lieutenant-Governor desires that you will report as soon as possible whether any of the professors of the colleges in the Lower Provinces are now competent to teach surveying with the compass, chain, and field-book, and also the use of the theodolite, the use of which, the Lieutenant-Governor is of opinion, should be taught to the pupils who show the greatest aptitude for learning the subject. If any professors are so qualified, you should endeavour to arrange for immediately opening classes to be taught by them.

3. To any professor, whose competency to teach is certified by the Deputy Surveyor-General, and for whom a class with a reasonable number of pupils can be organized, the Lieutenant-Governor will be prepared for the present to allow the increase of salary (Rs. 50 a month) which is proposed in the 4th paragraph of the report.

4. You should make it known to the mathematical professors who are not already qualified to teach elementary surveying as above described, that the Lieutenant-Governor is willing to give them opportunities for passing an examination, under the conditions proposed in paragraph 4 of the report, of which he hopes that they will avail themselves so as to be able to undertake the teaching of classes which would bring the monthly increase of Rs. 50 to their salary. It is not, however, desired that the Mathematical Professor at the Presidency College should undertake a surveying class, and it should be understood that the addition to the salary can only be given to a professor to whom a class has been assigned.

5. His Honor hopes that, among the existing staff, professors may be found at least to start classes at once at Fátma, Dacca, and Cuttack; and he will expect the earliest possible reply upon this point.

6. In the meantime you should make arrangements with the Public Works Department (Bengal) for making two engineers available for six months as recommended in paragraph 5. At the end of six months some of the mathematical professors will, it is hoped, be qualified to carry on the classes. When teachers are provided, classes can be organized on the plan described in paragraphs 5 and 6. All preliminary steps should be taken by you as soon as you see your way to providing a teacher.

7. Besides the above immediate arrangements, you should take steps for giving effect to the proposal contained in paragraph 7 for inducing zilla schoolmasters to qualify themselves as teachers of surveying; and you should report what masters are willing to qualify.

and how you can arrange for their leave being taken with the least inconvenience to the interest of the institutions to which they belong.

8. So also it should be ascertained whether any other professors of the colleges (besides the mathematical professors) desire to qualify under the inducements offered in paragraph 4.

9. Orders on the subject of the issue of certificates, as proposed in paragraph 8, will be issued hereafter.

In obedience to these directions arrangements were at once made for opening surveying classes at Dacca, Patna, and Cuttack, and the surveying class at Dacca commenced work on the 20th March. The others followed shortly afterwards. The subsequent extension of classes for drawing, surveying, and engineering in the principal schools of Lower Bengal took place after the close of the official year.

On the 15th March 1872 the Government of Bengal appointed a Committee consisting of Messrs. Dampier, Bernard, Atkinson, Sutcliffe, and Harrison to report on the best manner of reducing the expenditure on schools and colleges, and of providing for instruction in practical science. The Committee were engaged on the work at the end of the official year.

THE EDUCATION OF MUSSALMANS.—The following letter from the Bengal Government, dated the 29th September 1871, was forwarded for the opinions of Inspectors of Schools and Principals of Colleges; which however were not all received till after the close of the official year:—

*From R. H. Wilson, Esq., Officiating Under-Secretary to the Government of Bengal, to the Director of Public Instruction,—(No. 2973, dated Fort William, the 28th September 1871.)*

I am directed to forward the enclosed copy of a resolution of the Government of India, No. 300, dated 7th August, on the subject of the position with respect to education of the Muhammadan population of India, and to request that you will give your most attentive consideration to the best means of giving effect to the views of His Excellency the Governor-General in Council, in which I am to add the Lieutenant-Governor fully concurs; 2nd, the separate points which seem to need consideration are as follows:—

(a.) The provision of secondary and higher education through the medium of the vernacular, together with a more systematic recognition of Arabic and Persian literature. With reference to this point, the system of vernacular examinations which the University proposes to establish will probably render material assistance by inducing boys, both Hindoo and Muhammadan, to acquire useful knowledge through their own vernacular, instead of acquiring an imperfect knowledge of English which is of no solid advantage to them. This end would be still further attained if the University could be induced to raise the standard of their Entrance Examination so as to allow no boy to matriculate unless he succeed in getting half marks.

(b.) The second point for consideration is the practicability of appointing Muhammadan teachers in English schools wherever there

is a large Muhammadan population. On this subject the Lieutenant-Governor will be glad to learn your views before suggesting any definite course of action.

(c.) It has further to be considered whether exclusively Muhammadan schools could not be encouraged by grant-in-aid. And it appears to the Lieutenant-Governor that as soon as a vernacular university standard has been established by which to test their efficiency, there will probably be no great difficulty in the way of such a policy.

(d.) The next point for consideration, viz., the creation of a vernacular literature for the Muhammadans, is one with regard to which some difficulties may be felt. There is, as you are aware, already a very considerable number of books written and exclusively read by Muhammadan Bengalis, but they are not always of a healthy character, and the Lieutenant-Governor will be very glad to receive any practical suggestions which may occur to you on this subject.

(e.) Paragraph 3 of the resolution of 7th August suggests a modification of the University course. His Honor desires to learn your views on this subject too.

*Memorandum by E. C. Bayley, Esq., C.S.I., Secretary to the Government of India, Home Department,—(No. 303, dated Simla, the 7th August 1871.)*

ORDER:—Ordered, that a copy of this Resolution be forwarded to the Government of Bengal for information and guidance.

No. 300.—*Extract from the Proceedings of the Government of India, in the Home Department (Education), under date Simla, the 7th August 1871.*

RESOLUTION.—The condition of the Muhammadan population of India as regards education has of late been frequently pressed upon the attention of the Government of India. From statistics recently submitted to the Governor-General in Council, it is evident that in no part of the country, except perhaps the North-Western Provinces and the Punjab, do the Muhammadans adequately, or in proportion to the rest of the community, avail themselves of the educational advantages that the Government offers. It is much to be regretted that so large and important a class, possessing a classical literature replete with works of profound learning and great value, and counting among its members a section specially devoted to the acquisition and diffusion of knowledge, should stand aloof from active co-operation with our educational system, and should lose the advantages, both material and social, which others enjoy. His Excellency in Council believes that secondary and higher education conveyed in the vernaculars and rendered more accessible than now, coupled with a more systematic encouragement and recognition of Arabic and Persian literature, would be not only acceptable to the Muhammadan community, but would enlist the sympathies of the more earnest and enlightened of its members on the side of education.

2. The Governor-General in Council is desirous that further encouragement should be given to the classical and vernacular languages of the Muhammadans in all Government schools and colleges.

This need not involve any alterations in the subjects, but only in the media of instruction. In avowedly English schools established in Muhammadan districts, the appointment of qualified Muhammadan English teachers might with advantage be encouraged. As in vernacular schools, so in this class also assistance might justly be given to Muhammadans by grants-in-aid to create schools of their own. Greater encouragement should also be given to the creation of a vernacular literature for the Muhammadans—a measure the importance of which was specially urged upon the Government of India by Her Majesty's Secretary of State on more than one occasion..

3. His Excellency in Council desires to call the attention of local Governments and Administrations to this subject, and directs that this

\* To the Madras and Bombay Universities, through the Governments of those Presidencies.

resolution be communicated to them and to the three Universities\* in India, with a view of eliciting their opinions whether, without infringing the fundamental principles of our educational system, some general measures in regard to Muhammadan education might not be adopted, and whether more encouragement might not be given in the University Course to Arabic and Persian literature. The authorities of the Lahore University College, who are believed to have paid much attention to the subject, should also be invited to offer their views on the important question above referred to. This may be done through the Punjab Government.

This resolution was circulated to the Inspectors of Schools and the Principals of Colleges for their opinion on the best means of carrying out the views of Government.

The question was generally regarded as one of exceeding difficulty, and doubt was entertained whether success was possible.

Mr. Sutcliffe, the Principal in charge of the Calcutta Madrassa, and a member of the Madrassa Committee, submitted the following letter dated 8th November 1871, enclosing a letter from Mr. Blochmann, Assistant Professor, Calcutta Madrassa. It was originally sent to the Government of Bengal in consequence of a communication direct from the Government of Bengal, and a copy was forwarded to the office of the Director of Public Instruction.

*From J. Sutcliffe, Esq., M.A., Principal, in charge Calcutta Madrassa, and Member of the Madrassa Committee, to R. H. Wilson, Esq., Offg. Under-Secretary to the Government of Bengal,—(No. 975, dated Madrassa, the 8th November 1871).*

I have the honor to reply to your letter No. 2974 of 29th September on the subject of Muhammadan education.

2. The two points on which I am desired more especially to offer suggestions are (1) the expediency of encouraging separate schools for Muhammadans; and (2) the creation of a Muhammadan vernacular literature. On receiving your letter it seemed to me that on both points it was desirable to learn the opinion of Mr. Blochmann, who has made the history, institutions, and literature of the Muhammadans his special study. I accordingly consulted him, and now enclose a letter from him in which his views are expressed.

3. As regards the first point, the establishment of denominational schools. By encouraging such schools it is expected, I presume, that Muhammadans will enter

more heartily into our educational system than they do at present. To a certain extent this might prove to be the case: but I do not consider that the backwardness of Muhammadans as compared with Hindus is to be attributed exclusively or even in any considerable degree to the existence of mixed schools. It is notorious that till quite recently many Muhammadans were averse to giving their sons an English education, and so long as this feeling existed, it was hopeless by any measure the Government could devise to raise them to the same level with Hindus as regards educational qualifications. That feeling has now to a considerable extent disappeared, and there is a disposition amongst the better class of Muhammadans to avail themselves more largely of the advantages which a good education confers. To promote their desire for an education fitted for the times, all legitimate grievances under which Muhammadans suffer should be removed. The existence of mixed English schools is not, however, a grievance according to my experience. Apart from objections of a general nature to the establishment of denominational schools for English education, there are two which seem to me to be very fatal to any scheme of the kind (1) the great expense of such schools; (2) the impossibility of finding competent Muhammadan masters. The Government has for a long time maintained two denominational schools in Calcutta for Muhammadans, the Colingah Branch School and the Anglo-Persian Department of the Madrasa. The expenditure on the Branch School was for the year ending 31st March last Rs. 10,043, whilst the receipts from fees (8 annas a month) were only Rs. 1,199-12, and the corresponding figures for the Anglo-Persian Department were Rs. 22,400 and Rs. 3,977-2-6. Obviously any considerable extension of an educational system of this kind is out of the question, more particularly when in spite of such a liberal expenditure there has been in the case of the Branch School a continuous failure, and in the case of the Madrasa only a moderate amount of success. The expenditure on the Branch School has been reduced considerably from 1st June last, but it will still be large (Rs. 3,321 a year) considering the kind of education it gives. In both these schools there has been a desire to employ exclusively Muhammadan masters, but it was never found possible to do so. The four highest masterships of the Branch School on its former footing were filled by Hindus, and the highest masterships of the school department of the Madrasa must continue to be filled for many years, as they are now, by Hindus. One reason for this is, that Muhammadans who would be qualified by their English training to act as superior masters find more profitable employment in other walks of life. I think then that even if Government decided on making the experiment of establishing denominational schools in the mofussil for Muhammadans, it would not be possible to find competent Muhammadan teachers. I see no difficulty in making existing mofussil schools capable of satisfying the special wants of Muhammadans by a very moderate outlay. One great obstacle in the way of Muhammadans has hitherto been the multiplicity of languages supposed to be necessary for them to study. English, Arabic, Persian, Urdu, and Bengali are now taught in the School Department of the Madrasa; this list must be reduced before any system can be successful. I would suggest that in every English school three languages only should be recognized, Urdu, Arabic, and English. Persian is not now either the language of business or correspondence, and its acquisition as an accomplishment can present little difficulty to any one who has a good knowledge of Urdu and Arabic. Bengali too can be easily acquired out of school to an extent sufficient for all the practical purposes of life. I think, therefore, that if existing English district schools could teach Muhammadan boys Urdu and the elements of Arabic up to the standard laid down for the University Entrance Examination, the Government would have provided all the special machinery which Muhammadans need or can fairly claim. In the case of zilla schools there could be no difficulty in doing this, as there are always Muhammadans about the courts who could probably give instruction in Urdu and Arabic. I see no objection to such instruction being given out of school hours, if necessary; but the arrangement might be best left to the head-masters and the Inspectors of Schools. After passing the University Entrance a Muhammadan boy could enter the Hooghly College for a higher course of training in English and Arabic or in Arabic alone, whilst the well-to-do Muhammadans could send their sons either to some other mofussil college or to the Presidency College. I have selected Arabic as the

second language to be studied, because I believe that no system of education will be acceptable to Muhammadans generally which does not include Arabic. Supposing, however, that provision is made in zilla schools for the instruction of Muhammadan boys in Urdu and Arabic, there remains something more to be done by the boys themselves before success can be ensured. Muhammadan boys get on perhaps quite as well as other boys in the lower classes of a school; but when they attain the age of 14 or 15, they become apathetic and indifferent. The remedy is in their own hands, and unless applied, I fear that any change the Government may sanction with a view to their elevation will be only partially successful.

4. As regards any scheme of higher education for Muhammadans through the medium of vernaculars, coupled with a more systematic recognition of Arabic and Persian literature, there are serious difficulties in the way in Bengal which must first be overcome. Teachers must be imported from other provinces, and school books compiled or translated. Again, I doubt whether an education of this kind would to any large extent be acceptable to Muhammadans. Supposing that these preliminary difficulties are overcome, and that influential members of the Muhammadan community express themselves in favor of a system of higher education through the vernaculars, I think that separate schools will be a necessity, and the first attempt might best be made by seeking to improve the Muhammadan vernacular schools already in existence. Mr. Blochmann seems to think that improved teaching could not readily be introduced into their schools, but as the grant-in-aid rules are about to be revised, the question of bringing these schools under their operation might be favorably considered.

5. Mr. Blochmann's letter describes the existing Muhammadan literature of Bengal, and his suggestions for its improvement seem to me to be worthy of consideration.

6. I do not see how the University can hold out more encouragement to Arabic literature than it now does without infringing the fundamental principles on which it is based. Arabic and Sanskrit are the second languages which the University requires at the examinations higher than the Entrance, and the University statistics show that these regulations are affecting the education of Muhammadans in schools in the way that the Government of India desires. Last year there were only 38 candidates for the Entrance Examination who took up Arabic as their second language: this year there are 89 or nearly 5 per cent. of the whole number. Persian is not recognized by the University beyond the Entrance Examination, but the question of allowing it to be taken up at all the higher examinations is under consideration.\*

7. The University has also now under consideration rules for the conduct of an examination in vernaculars throughout the provinces under its jurisdiction, and as these rules have been approved by the Syndicate and the Faculty of Arts, their final adoption by the Senate and the Governor-General in Council may be considered certain. I enclose a copy of the rules as they now stand, and they seem to me to be adapted in every way to encourage vernacular education and vernacular literature.

*From H. Blochmann, Esq., Assistant Professor, Calcutta Madrasah, to J. Sutcliffe, Esq., Principal, Calcutta Madrasah,—dated Calcutta, the 9th October 1871.*

In a recent resolution of the Government of India, regarding Muhammadan education, I saw the remark that it was only in the Panjab and the North-Western Provinces where the Muhammadan population sent a fair proportion of boys to school and bore a reasonable share of the expenditure of the Educational Department. Here, in Bengal, the Muhammadans have generally been accused of backwardness and want of sympathy, ~~which~~ from religious reasons, with English instruction. From the long intercourse I have had with Muhammadans in these parts of Bengal, I am inclined to think that the number of such Muhammadans as from bigotry refuse to avail themselves of our education is at present so small, that it may be altogether left unnoticed. The actual state of things seems to be this. The Muhammadan population

\* Persian has recently been adopted as a second language for the First Arts and B.A. Examinations.—H. W.

of Bengal consists (a) of the descendants of emigrants from Upper India, and Afghanistan, who in former centuries held office under the old Muhammadan rulers, or had received in Bengal land as *madad-i-maash*; (b) of converts and their descendants.

The latter class is by far the most numerous, and forms the bulk of the Muhammadan population of Bengal. As a rule they are poor; they are small ryots, manjees, petty traders, craftsmen, &c., and generally belong to classes and occupations to which here no respectability attaches. The greater portion of the population of South-Eastern Bengal, the Sunderban, Nudda, Shahbazar, Chittagong, Rangpur, and Coch Behar, &c., belong to this class. Their physical traits and their vernacular stamp them as the descendants of low Hindu castes or Hindooised aborigines, who embraced Islam for the purpose of improving their social status. Considered low by the Hindoos, they thought to profit by the Islamic doctrine of the equality of the Faithful, who at the time of conversion formed the aristocracy of the land.

The former class is well represented in those districts which under the Muhammadan rule were assigned to the recipients of the *madad-i-maash* tenures and jagir lands. *Madad-i-maash* lands we find chiefly in the district of Malda, the South-West of Moorshedabad, the district of Hooghly, especially the tracts west of Howrah round about Pandooah, and Jehanabad, Ferozpur and Nussereabad, Dinagepur, Bograh, &c. The jagir lands were generally near the frontiers as in western Birbhum, towards Tipperah, &c. This class and their descendants were and are the Ashraf, or respectable people, of the country. But their number is small, and inasmuch as they are the only class of whom we could expect that they would send their sons to English schools, it necessarily follows that the proportion of Muhammadan boys in our schools should be small. I believe that parents, whenever they can afford it, do send their children to school, and that the "backwardness" of the Bengali Muhammadans may be explained the true cause of the limited number of Muhammadan schoolboys being the small number of such Muhammadan families as can afford to send their children to our schools.

If statistics could be procured on this subject, I am inclined to think it could be proved that the proportion of well-to-do to poor Muhammadans in Bengal differs considerably from the proportion observed in the Panjab and the North-West, where the Muhammadan population is said to constitute a fair share both in the number of boys and in the payment of schooling fees. The unusual number of low Muhammadans employed as servants, which has so often been remarked, agrees with the above remarks.

The better class of Bengali Muhammadans, the descendants of officers under the former rule, holders of *madad-i-maash* lands, &c., have, since the beginning of the century, become poorer and poorer. Everywhere in Bengal do Muhammadans complain of the *ingilab i Zamanah*, or the "bad turn of circumstances," and of the *ashraf-gardi*, or the "upsetting of the respectable classes." These two terms I have heard thousands of times: they sum up the present dissatisfaction of the Muhammadans, and point to the revolution which the meeting of western progress and oriental stagnation must naturally bring about. In the beginning of the present century the Government twice looked into the *madad-i-maash* tenures, and the result of both enquiries led to a resumption of lands. Those which are left, go even now-a-days by the name of *Yong Sahib-ka-char*, "Mr. Young's pittances." These measures impoverished as many families as had become reduced by the change of the raj. But a larger number of families became poor by the substitution of English for Persian. It was not merely that the Muhammadans lost the monopoly of the courts and several branches of the Executive Service; the old system of education was also rendered useless, and this proved disastrous to many from a pecuniary point of view. A teacher holds a high position among all Muhammadan nations, and the best families supplied moonshis and maulvis who earned a respectable livelihood by teaching not only their co-religionists but also the Hindus, who since the 16th century had in a most rapid way and with most astonishing results taken to Persian education. These sources of income having almost suddenly dried up, a few trades likewise fell into disuse; as for instance the extensive copying of manuscripts, paper manufactories, printing, &c., and it is no wonder that we now-a-days find so great an amount of poverty among Muhammadans of the better classes, which the consciousness of former opulence and distinction only renders more

\* Thus the large paper manufactories of Pandooah, of which nothing but the good name is left.



bitter, and which lies at the bottom of what people mean by the dissatisfaction of the Muhammadans. On my rambles in the Hooghly district I have invariably met with most educated fathers and most illiterate youths. In the Muhammadan villages round about Pandooah or in the district west of Howrah, where Kutubpore, Phurphuria, Bandpur, Akoi, Sitapur, &c., are situated, I have often been told of the learned men of past generations whose learning attracted pupils from all parts of Bengal, who taught the most advanced works of Arabic and Persian literature in places where now-a-days scarcely an almanac or books of fairy tales are to be met with. There is no demand for the old education, and poverty forces the people to turn to manual labor.

The education at present carried on in Muhammadan villages may call for a few remarks. I am only acquainted with the Hooghly district; but I have been assured that circumstances are the same in other parts of Bengal. In each village we find one or more munshis, generally the *Khatibs* and *Muazzins* of Mosques, who teach the elements of writing, reading, and grammar; sciences, even arithmetic, are not taught. The munshis do not get schooling fees. The practice of paying, and charging for education is as unheard-of among Muhammadans as charging for a seat in a place of worship, or for the performance of clerical functions. Education, like public worship, among Muhammadans, has been conducted on the voluntary principle. The munshis are generally petty landholders; they teach when they can. There is no division into classes, and it often happens that each pupil reads a different book or different parts of the same book. The pupils work for the teacher, and personal services, as collecting rent, repairing a wall, lending a hand in the gardens, &c., take the place of fees. Even presents are rarely given, perhaps once or twice a year a basket of fruits or vegetables. The teacher in many cases houses and feeds the pupils, as was and is still the custom in old Madrasahs. For English instruction pupils do not object to pay; the advantages are great, and teaching cannot be had on other terms. The idea that instruction ought to be gratuitous is so general, that it would in my opinion take some time before parents, especially in villages, would be willing to pay for elementary vernacular instruction. In towns, where more ready cash is to be had, a small fee would be paid without grudging. Thus, in the Madrasah-i-Ahmadiyah in Calcutta, a well-managed private subscription school, with 110 Muhammadan boys, a fee of 4 annas per mensem is charged for four hours' daily instruction in reading, writing, grammar, Persian and Urdu, and elementary arithmetic; but I know the fee is a maximum fee.

Literature and grammar naturally hold the highest place in the schools; they form what is called *ilm*, or science, in contradistinction to arithmetic, history, &c., which are each a *fan* or accomplishment. Muhammadans are so wedded to philological pursuits, that they often complain of the limited time which is devoted in our schools to their favorite subjects; and I believe that if vernacular schools be established for Muhammadans, the course of study should, in the beginning, be rather philological than practical. I remember when once at a meeting of the Committee of the Madrasah-i-Ahmadiyah in Calcutta, the question came up whether they should apply for a grant-in-aid or not, the opinion was expressed that the maintenance of the old philological course, together with elementary arithmetic, was preferable to the receipt of a grant if it should force them to teach geography or similar branches, and thus decrease the time devoted to philological studies.

To establish separate Muhammadan schools where possible, appears to me highly desirable. It will be necessary to obtain correct information as to the situation of the districts where the Muhammadans are found in sufficient numbers to warrant the establishment of separate schools. I believe that several districts west of Howrah, in Nuddea, Furidpore, Dacca, Maldah, and Murshedabad, contain a large number of Muhammadans. It would also be of great advantage to find out where Madrasahs and private schools exist, in which there is some systematic teaching, as for instance the Madrasahs in Midnapur, Murshedabad, Dacca, Bohar, near Maimari, Sasseram, Muzufferpur, &c. They might be made use of; a private school will often form the nucleus of a better school. The Sitapur Madrasah with its monthly Government grant of Rs. 150, would do very well for a portion of the Hooghly district, if the Mutavalli were now forced to introduce the scheme sanctioned by the Lieutenant-Governor. District officers are in a position to recommend grants-in-aid for the establishment of small schools in districts where there is no instruction.

To obtain teachers for such schools will be a difficult matter; but the difficulty will not be so great if in the beginning there be as little interference with the philological bias of the people as possible. The schools ought to be frequently inspected, and the munshi should be gradually trained to follow our mode of management and teaching. The sympathies of the parents must be gained with a view to make them inclined to contribute to the maintenance of the schools; but in many districts it will be impossible in the beginning to charge anything at all.

The second point on which Government solicits information, is the means of creating a Muhammadan vernacular literature. The creation of such a literature depends on the progress Muhammadans make in English; for unless the new literature be different from what it now is, it would deserve the very opposite of encouragement. The books which at present command the greatest sale in the bazars are *Khabnamahs* or dream books, receipt books, fairy tales, as the story of Amir Hamzah, *Nusr-be-Nazeer*, *Fisanah-i-ajab*, *Hatim Tai*, &c., ghuzzuls or love poems of a very sickly stamp, masnavis or stories in rhyme, obscene productions, as the *Lazzatun Nissah*, *Koka Pandit*, &c., letter-writers, religious stories filled with the miraculous as the *Qisas-al-Ambia* (stories of the prophets) *Qayamatnamah* (description of the days of resurrection), prayer books, and school books.

This is the present Muhammadan literature of Bengal. The books are generally printed in the Persian character; but the story books and all low productions may also be had in Bengali character, and in that dialect which has been called 'Mussulman Bengali.' The Bengali characters as a medium of conveying information possess a great advantage over the Persian. A sentence in Urdu, Persian, Arabic, or Turkish, on account of the absence of the vowel points, must first be understood, before it can be read out loud, and this is a great obstacle to elementary education, which can be only very partially overcome or lessened by introducing clear lithographs. To read a book in Persian characters is always more or less a work, and but rarely a pleasure. Hence, I believe that a vernacular literature should rather adopt the Bengali than the Persian characters.

To encourage a vernacular literature, it has been the custom to encourage translations. This is, for instance, done by the Behar Scientific Society, the only Muhammadan Society, as far as I know, that takes an active interest in vernacular education and literature. It strikes me, however, that we require adaptations rather than translations, and prizes may be held out to compilers or authors of original compositions, or the Government may promise to take a limited number of copies of good works. Though acquainted with a large number of Muhammadans, I would have some difficulty to point out men capable of composing useful vernacular books. Muhammadans in writing will follow the ornate style (*rangin ibarat*), and delight in difficult words; and nothing but a more thorough acquaintance with the beauty of a simple and straightforward style as the English is well enabled Muhammadans to get over their false way of composition. As it is at present, the taste for simplicity is yet to be created, and the love of truth is to be cultivated, without which there can be no healthy vernacular literature.

It would occupy too long a space to print the views of the other educational officers. As some of them had not sent in their report at the end of the official year, the discussion of the matter will fall into next year's report. In the meantime the following summary concerning the creed of pupils of schools and furnishing statistics may prove interesting. The results show that the lower schools are better attended proportionally than middle or higher schools. This would confirm the report made by the Deputy Inspector of Comillah, that some Mussulman gentlemen of his district thus described the instruction that Mussulmans generally required—

- (1.) Very very common literature.
- (2.) Arithmetic of subhankar.

- (3.) Zemindary, mahajany, and moodies' accounts.
- (4.) Land surveying.
- (5.) Agriculture, brick-making, &c.

The contrast is remarkable between this materialistic course of instruction and the metaphysical course described by Mr. Blochmann. Probably the one is required by the poor and the working classes, and the other by the rich and by those above the manual labour. It suggests the expediency of further enquiry as to what instruction the Mussulmans themselves do really desire.

In the Appendix is placed a table of the creed of the pupils district by district. I regret that Mr. Beverley's census is not yet published, that the proportion might be taken between the number of Mussulmans in a district and those in school. The accompanying synopsis of Hindus, Mussulmans, and others in colleges and schools which sent in returns may be interesting:—

NAMES OF DIVISIONS.	Hindus.	Mussulmans.	Others.	TOTAL.
<i>Summary.</i>				
Burdwan Division ...	39,430	1,531	979	41,930
Calcutta ...	5,106	550	1,443	7,105
Presidency Division ...	33,949	5,633	684	40,266
Rajshahy Division ...	9,142	3,220	81	12,393
Cooch Behar (see below Assam) ...	.....	.....	.....	.....
Dacca Division ...	19,852	2,418	317	22,587
Chittagong Division ...	3,079	971	265	4,312
Patna Division ...	20,613	3,838	575	25,026
Bhagulpur Division ...	2,883	630	2,591	6,104
Orissa Division ...	4,744	323	1,160	6,227
Chota Nagpur Division ...	2,184	231	984	3,399
Assam (Khasi and Jynteah Hills) ...	.....	.....	1,161	1,161
(Assam and Cooch Behar and three districts of the Rajshahy Division) ...	8,732	2,755	5,299	22,792
Total ...	139,717	28,096	15,489	196,302
Colleges, general ...	1,199	52	36	1,287
Ditto; special ...	1,177	263	57	1,497
Grand Total ...	152,093	28,411	15,582	196,086

*Note.*—This total of 196,086 includes the statistics of the Government and aided schools, containing 166,140 pupils, and the statistics of some unaided schools. The majority of unaided schools did not send in the required information.

The returns show that among 1,287 pupils in the tables for general colleges, 1,199 are Hindus, 52 Mussulmans, and 36 others, that is, Christians. The five aided colleges have 3 Mussulmans to 325 Hindus, or 1 to 108; while Government colleges have 49 to 874, or 1 to 18. Though all colleges are but poorly attended by Mussulmans, the proportion of them in Government colleges is six times more than in aided colleges. The colleges at Berhampur and Cuttack have no Mussulman pupils. Those at Krishnagur, Dacca, and Gowhatti have two each, the Presidency and Patna Colleges 9 each, and Hooghly 25.

The aided college at Bhowanipur and the Missionary Free Church College of Calcutta have no Mussulman students, and the other three aided missionary and Christian colleges have only 3 Mussulman students in all. As regards colleges and schools for special instruction, the Mussulmans number 149 to 1,177 Hindus, or 1 in 8. In the Medical College they rise to one in five; but it is sad to see that in the Engineering College there is not one Mussulman in 116 students. Architecture seems the work in which Mussulmans are especially proficient. The great works of the Mogul Emperors show that Mussulmans could build (or. cause to be built) structures unique in the whole world for beauty of design and stability of workmanship. They "planned like giants and finished like jewellers." Many of their bridges have ~~stood~~ the test of time and floods in a way to excite the jealousy of the present Public Works Department.

The Christian undergraduates number 7 in Government colleges and 29 in Christian colleges. There are 57 Christians in the special colleges, and of these 14 study law, 32 medicine, and 11 engineering.

In the schools of Bengal which sent returns to the department, there were 149,717 Hindus, 28,096 Mussulmans, and 15,489 Christians, Bhuddists, Kols, &c. These numbers are in the ratio of 77, 15, and 8 in every hundred. The Mussulman pupils are not in number one-fifth of the Hindu pupils. We see from the return that in Assam and the three north-east zillas of Bengal the Mussulmans in school outnumber the Hindus. This is due to the spread of village schools in Dinajpur and Rungpur. Then come the remaining zillas of the Rajshahye Division and Chittagong: in them the Mussulman pupils are as 1 to 3. The total however is small in either case. Patna and the Presidency Divisions come next, and in these we find just one Mussulman to six Hindus. In Burdwan the proportion sinks to 1 in 26.

This result shows that the education of Mussulmans demands much careful attention. They have fallen behind the time, and require still the inducements held out forty years ago to the whole community, but of which the Hindus only availed themselves. Such however has been the progress of education and the influence of the grant-in-aid system in promoting self-help, that the encouragement which then was considered just and right would now be called downright bribery; still, unless the strong inducements in general use forty years ago are held out to Mussulmans now, I have little hope of seeing them drawn to our schools. I fear that instruction in Persian or Arabic will not prove an adequate attraction.

\* **SCHOOL BOOKS.**—The Calcutta School Book Society is the chief medium by which school books are distributed over the country. Although the number of its own publications sold every year is considerable, yet it is much exceeded by the number of books purchased in this country and in Great Britain. The accounts for 1871 do not show the number and worth of the three different kinds of publications,

but they give information from which it may be approximately deduced :—

	1870.	1871.
Books purchased in India ...	Rs. 48,514	Rs. 36,834
"    "    Great Britain ...	Rs. 34,798	Rs. 55,991
Printing and binding charges for } the Society's books }	Rs. 19,682	Rs. 12,389
Receipts from books sold of all } three kinds }	Rs. 128,465	Rs. 124,649

It appears from these figures that in the year ending the 31st December 1871 there was a decline in the amount of sales of the Society. The decline probably is temporary. The number of indent received in the two years 1868-69 was 3,500, and their value Rs. 2,25,516, whereas their number and value in the two years 1870-71 were 4,631 and Rs. 2,40,574.

The Society was established in 1817, and for the first nine years its average sales were nearly 14,000 volumes yearly. During the seventeen years from 1834 to 1850 its average was 30,000 yearly. In 1852, 41,075 books were sold, and since then the sales have been almost steadily increasing, being in

YEARS.	Volumes.	Value.
1855 ...	76,113	Rs. 34,628
1860 ...	118,083	Rs. 47,265
1865 ...	184,043	Rs. 74,032
1870 ...	258,636	Rs. 128,465
1871 ...	258,980	Rs. 124,649

The average cost of the books sold is about eight annas each.

The books most commonly used in the primary schools of the country are the I. and II. Barnaparichay by Pundit Ishwar Chandra Bidyasagar, and they are frequently sold by agents independent of the Society.

The number of the Society's book depôts and sale agencies in India is 128, and the deterioration of the stock in their hands is annually a heavy but apparently inevitable loss. Indeed, no Society but one assisted by Government could afford to keep up depôts of books for sale in distant parts of the country. If a book sent out does not sell quickly, dust, damp, and white ants spoil its beauty, and depreciated stock is either returned to Calcutta, or sold on the spot for what it

The Society pays its agents 15 per cent. on the value of their sales, and pays all the cost of the packing and conveyance of books.

The Government allowance is Rs. 500 a month. The discount allowed in Great Britain on some of the books purchased in large quantities is 33 per cent.

In the last two years the Society has printed 182,000 copies of books and maps in English, Bengali, Hindi, Uriya, Urdu, Santali, and Khasi.

The following is a list of the books sold in different languages during the last three years :—

Books.	Number of Copies issued in		
	1869.	1870.	1871.
English ...	101,484	101,557	107,233
Anglo-Asiatic ...	10,990	10,012	8,881
Sanskrit ...	2,499	1,942	1,781
Bengali ...	124,085	124,338	121,043
Hindi ...	7,854	12,241	11,013
Uriya ...	10,138	5,489	4,278
Santali ...	3	4	5
Khasi ...	4	119	102
Arabic ...	.....	50	42
Persian ...	20	66	42
Urdu ...	3,072	2,827	3,049
Total ...	261,358	258,430	258,980

The Vernacular Literature Society is now joined with the School Book Society.

It receives a grant of Rs. 150 from Government. There were no subscriptions during the last two years. Its chief work was the publication of the Bengali periodical *Rahasya Sandarbha* which has not a wide circulation. The sales of the Society's books were 663 copies in 1871, and 880 in 1870.

The time has arrived when the Vernacular Literature Society may be closed, as its object has been accomplished and authors are now without assistance publishing their own books and making a profit by them. The *Calcutta Government Gazette* publishes quarterly a catalogue of the books published in the Lower Provinces. I am indebted to Babu Radhika Prasanna Mukerji, Deputy Inspector of Schools, Calcutta, for the following table of the various publications entered in the catalogue between 30th October 1867 and 6th December 1871.

## Summary of Books.

NAMES OF BOOKS.	Bengali.	Sanskrit.	Arabic.	Urdu.	Urdu.	Hindu.	English.	English and Bengali.	Sanskrit and Bengali.	Muslim and Bengali.	Persian.	TOTAL.
Easy Readers ... ..	118	13	1	23	7	...	30	3	...	...	4	199
School Readers ... ..	55	3	...	...	12	1	15	...	1	...	4	91
Classical Tales ... ..	73	1	...	7	...	...	...	...	...	...	...	84
Modern Tales ... ..	2	...	...	...	1	1	1	...	...	3	...	24
School Poetry ... ..	56	...	...	...	1	...	10	...	...	...	5	72
Other Poetry ... ..	278	46	1	41	5	13	8	6	75	4	7	448
Translations from European Books ... ..	6	...	...	1	1	...	...	...	...	...	...	8
Keys ... ..	22	1	...	...	...	...	30	50	6	...	...	106
Dictionaries ... ..	10	11	...	12	...	...	1	9	...	...	...	33
Educational Books ... ..	2	...	...	1	1	...	...	...	...	...	...	4
Grammars ... ..	44	12	...	5	2	1	5	3	12	...	6	90
Rhetoric ... ..	...	4	...	...	...	...	...	...	...	...	...	5
Political Geography ... ..	43	...	...	3	...	...	14	...	1	...	...	60
Physical Geography ... ..	3	...	...	...	...	...	...	...	...	...	...	3
Atlases ... ..	3	...	...	26	...	...	5	...	...	...	...	34
Use of the Globes ... ..	2	...	...	1	...	...	...	...	...	...	...	3
School Histories ... ..	28	...	...	5	3	...	21	...	...	...	...	57
Other Histories ... ..	6	...	...	...	...	...	...	...	...	...	8	14
Philology and Logic ... ..	1	...	...	...	1	...	1	...	...	...	...	3
Criticism ... ..	1	...	...	...	...	...	...	...	...	...	...	1
Easy Arithmetic ... ..	31	...	...	...	...	...	2	...	...	...	...	33
Arithmetic and Accounts ... ..	14	...	...	3	...	...	2	...	...	...	...	19
Algebra ... ..	1	...	...	...	2	...	...	...	...	...	...	3
Geometry ... ..	7	...	...	...	...	...	2	...	...	...	...	9
Surveying ... ..	2	...	...	1	...	...	...	...	...	...	...	3
Chemistry ... ..	1	...	...	...	...	...	...	...	...	...	...	1
Natural History ... ..	1	...	...	...	...	...	1	...	...	...	...	2
Anatomy ... ..	1	...	...	...	...	...	...	...	...	...	...	1
Botany and Agriculture ... ..	5	...	...	...	...	...	4	...	...	...	...	9
Physiology and Health ... ..	11	...	...	...	1	...	...	...	...	...	...	12
Physics and Objects ... ..	9	2	...	1	6	...	3	...	...	...	...	21
Metaphysics ... ..	11	7	...	1	...	...	12	...	...	...	...	31
Music ... ..	9	...	...	...	1	...	8	...	...	...	...	18
Tales and Novels ... ..	43	3	...	...	3	3	12	...	52	...	...	118
Dramas ... ..	55	6	...	...	...	...	...	...	9	1	...	70
Social Questions ... ..	27	...	...	...	1	...	...	...	4	...	...	30
Hindu Medicine ... ..	8	9	...	1	...	...	3	...	...	...	...	25
European Medicine ... ..	21	...	...	...	...	...	9	...	...	...	...	30
Temperance ... ..	12	...	...	...	1	...	5	...	...	...	1	19
Lectures and Essays ... ..	30	...	...	...	6	1	44	...	2	1	...	84
Law Books ... ..	90	3	2	21	14	1	90	...	6	...	...	227
Astrology and Fortune-telling, Magic ... ..	2	...	...	...	...	...	...	...	...	...	...	14
Christianity ... ..	91	...	...	57	...	5	77	...	6	5	...	230
Positivism ... ..	...	...	...	...	...	...	3	...	...	...	...	3
Brahmoism ... ..	44	5	...	...	1	...	14	...	4	...	...	68
Hinduism ... ..	77	33	...	1	...	5	...	33	...	...	...	140
Musulmanism ... ..	5	...	7	...	16	...	1	...	33	1	...	63
Baishnavism ... ..	38	1	...	2	...	1	3	...	...	...	...	48
Chess-playing ... ..	1	...	...	...	...	...	...	...	...	...	...	1
Medical Periodicals ... ..	...	...	...	...	...	...	13	...	1	...	...	14
Political ... ..	2	...	...	...	3	...	9	...	...	...	...	14
Law Periodicals ... ..	54	...	1	...	...	...	79	...	...	...	...	134
Reports of Schools, &c. ... ..	7	...	...	4	...	...	229	1	1	...	...	242
Government Publications ... ..	...	...	...	...	...	...	47	...	...	...	...	47
Periodicals ... ..	11	7	...	...	...	...	54	...	...	...	...	72
Almanacs ... ..	90	...	...	5	5	...	21	1	...	...	1	123
Miscellaneous ... ..	16	...	1	3	7	1	188	3	3	...	1	223
Total ... ..	1,600	167	13	181	102	36	1,076	70	168	99	38	3,550

Besides the 11 principal languages, or combinations of languages, noticed in detail in the above table, there are twenty-nine heads of diglots, triglots, and minor languages in which books were published during the period under notice. The number of such books is given below :—

Books.	No. of Books.	Books.	No. of Books.
Bengali and Arabic	... 1	English and Sanskrit	... 4
Bengali, English, and Sanskrit	... 5	English and Oldia	... 1
Bengali, English, and Urdu	... 3	English and Urdu	... 3
Bengali, Uriya, and Santali	... 1	English and Armenian	... 1
Bengali and Hindi	... 2	English and Hindustani	... 1
Assamese and Sanskrit	... 1	English and Latin	... 6
Assamese	... 1	English and Italian	... 1
Nepalese	... 2	English and Garo	... 1
Santali	... 9	English and Uriya	... 3
Garo	... 2	English and Persian	... 2
Urdu and Persian	... 4	Uriya and Sanskrit	... 1
Urdu and Arabic	... 9	English, Urdu, and Amharic	... 1
Hindi and Sanskrit	... 3	Latin	... 4
Brajabakha	... 1		
Jepeha	... 1		
English and Hindi	... 2		
		Total	... 76

The catalogue, as those who have seen the *Government Gazette* are aware, is now a formidable volume, containing 19 parts and 1,235 pages, and weighing 11 lbs. It gives the name of the book, its author, and publisher; its language, subject, size, edition, number of pages, and price.

An inspection of these lists shows, with regard to publication, a far greater activity in Bengali than in other languages.

In four years, publications in Bengali have numbered 1,600, and in Mussulmani Bengali 99; in Bengali with English 70, and in Bengali with Sanskrit 168; making in all 1,937, against 1,076 in English, and a total of 437 in six oriental languages, including Sanskrit and Arabic. Next to Bengali and English in the number of publication, come Uriya with 181 books and Sanskrit with 167, besides the 168 in Sanskrit and Bengali just mentioned. The Bengali books are published by author on their own responsibility, and without any inducement held out by Government, except in the case of a few medical works. They are published in large editions. One Bengali primer had in a single edition 100,000 copies, more than a dozen had 10,000 copies or upwards in one edition, while 5,000 copies in an edition were very numerous. The prices required for the copyright of books commanding a good sale are high. In one case Rs. 5,000 was refused for the copyright of a geography in Bengali. Those best informed, however, regret that the depth and value of these publications is not proportional to their number. They are chiefly school books. Thus, in Bengali, we have 118 elementary readers, 55 more advanced readers, 73 classical tales of ancient India, 56 books of school poetry, 22 keys to books selected for the scholarship examinations, 10 dictionaries, 44 grammars, 43 political and 3 physical geographies, 28 school histories, 31 arithmetics, 14 arithmetics with accounts, 11 books on metaphysics, 9 on physics, and 11 on health and physiology. The last entry shows that the pestilence which has moved over the fairest districts of the country in so myste-



rious a manner, and carried desolation in its tract, has attracted the attention of school authorities.

Leaving school publications, we find 253 religious books, of which 91 are Christian, 5 Mussulmani, 77 Hindu, 38 Baistab, and 44 Brahmo. The three last entries give 159 religious books by orthodox and heterodox Hindus.

The dramas are 55, and the tales and novels, 43. The books on Bengali music are 9. There is much more skill and science in Bengali music than Europeans generally are aware of. The books on poetry, excluding the 56 school poetry books, are 278. In fact, not only in Bengali, but in other languages, the poetry books are numerous. They exceed in number any of the other entries, and amount in all to 448 books, by far the largest in number of the 58 entries.

Publications in the English language presented to Government number 1,076. There are among them 229 reports of schools, both English and vernacular. The managers of schools are fond of issuing printed reports, perhaps holding the opinion of a speaker at a missionary meeting in Calcutta that "a good report maketh the bones fat." There are 90 English books on law, and 98 on religion, of which 77 are Christian, 14 Brahmo, 3 Positive, but none Mussulmani. The fact confirms the opinion that sincere Mussulmans dislike the English language, because a knowledge of it tends to scepticism in Islam. The English school readers number 46, geographies 14, histories 21, and, I regret to see, 30 keys. Cramming for the examinations is one of the evils of the age.

An interesting, but disappointing, column is that showing 99 books in Mussulmani Bengali. There are but 3 school books in that dialect, and they are tales. It is sad to see 52 other tales and novels, several of which are not of a healthy character. There are 33 books about Islam and 6 concerning Christianity; the latter are chiefly published by the Tract Society. There are also 5 books in Mussulmani Bengali on astrology, fortune-telling, and magic; but in Bengali only two. Mussulmans and old pundits cling to past superstitions, while the young Bengali looks to the future. The other languages require but little remark. Uriya has 181 publications, many of which however were written and published at the instance of the local authorities. In fact, more influence has been exercised in Orissa to promote the publication of books than in any other part of the Lower Provinces.

Sanskrit has 167 books to 13 in Arabic; Bengali has 1,600 to 102 in Urdu and Hindustani, 38 in Persian, and 36 in Hindi. From these numbers it is seen that Hindi, the language of eighteen millions in Behar, has not received so much encouragement as Uriya, the language of only three millions in Orissa. Perhaps the fact of several Hindi books being published in the North-West Provinces affords an explanation of the difference. Two books were published in Assamese. Of the books for aboriginal tribes, 10 have been published for the Santals, 3 for the Garos, and 1 for the Lepchas.

In 1854, when the great educational despatch was published, the school books in Bengali were few, and the only ones which remunerated their authors were those edited by the Pandits Ishwar Chandra

Vidyasagar and Akhoy Kumar Dutt. The vast increase of schools shown in the above list proves that the provisions of the despatch were really suitable to the country, even though the strict adherence enjoined by Government to the literal meaning of grants-in-aid obliged the Educational Department to help only those who were sufficiently sensible of the advantages of education to desire to help themselves. The fact, that the ignorant and poor could not be assisted because they would not first make any effort, was deplored by several members of the Education Department; but the ill-success attending Mr. Halliday's application for a relaxation of the strict rules left the department no option. That school books in Bengali have issued in so great numbers, in spite of the peculiar restrictions involved in the rules according to which the despatch was administered, is a proof that multitudes of book-reading pupils have been called into existence. This fact ought not to be overlooked in judging of the success attending the vernacular work of the Educational Department. It may fairly be argued that the law of supply and demand has not been violated, and that books would not have increased a hundred fold if pupils had not also increased proportionately.

**PRICE OF SCHOOL BOOKS.**—The great cost of school books is a standing grievance to parents. It would be inconvenient to give a list of the prices of the numerous books used in the several classes of the different kinds of schools, for each school shows some variation in the books used, and the number of alternative books is large and increasing. I therefore select as specimens of the several institutions, the Presidency college, the Hindu school, the Howrah school, the middle English and the middle vernacular departments of the normal practising schools. These institutions are the best types of their respective classes, and the cost of the books used in them will give probably the upper limit of the books in general use in schools for native boys. The books in use in schools for Europeans are generally more expensive than those used in schools for native boys.

The list of books being long, is given in Appendix C, and but some notice of its results may here be introduced.

In several primary schools 11 books are used, of which the cost is Rs. 2-12-6. More than half this sum, however, is required for the pupils in the fifth year class, who read a standard properly belonging to middle schools. The cost of books for the purely primary school course is Re. 1-4.

In middle class vernacular schools, as represented by the Calcutta pathshala, 31 books are used, of which the cost is Rs. 16-6-6; one-third of which is required in the last year. The primary stage of four years takes books to the value of Re. 1-6, and the middle stage requires Rs. 15-6-6.

In the middle English school the ordinary primary course is not followed, and the expense of books is greatly increased. In the seven classes of the English department of Calcutta pathshala 37 books are used, costing Rs. 30-3.

In the course of the Government higher class school at Howrah—one of the best mofussil schools in Bengal—50 books are used, costing Rs. 49.

In the second and third classes some of the books required for the Entrance examination are purchased. Their number is 17, and the price Rs. 23-8.

The books used in the Hindu school are not quite so expensive as those used at Howrah. The lists do not include dictionaries, which vary greatly in price.

The books required in the two years between the Entrance and the First Art examinations are 14, and their cost is Rs. 31-12. In the two years before the B.A. examination, the books required, exclusive of those used in previous classes, are 17, and their value Rs. 63-8. The cheapest edition of any book is the one whose price is quoted.

Hence, excluding dictionaries and atlases, the value of books in the school course is nearly Rs. 50, and in college course nearly Rs. 100.

**BENEFACTIONS.**—I. An endowment of Rs. 5,000 a year was given by Babu Haranath Ray Chaudhuri, zemindar of Dubalhati, in the district of Rajshahye, for raising the Beaulah school to the status of a high school.

The acknowledgment of His Honor was made after 31st March 1872, and will be reported next year.

II. Rajah Jotendra Mohan Tagore presented a pair of horses worth Rs. 500 to the Bethune School.

III. Mir Mahummad Ali, of Padmadi, gave two prizes; one of Rs. 50 for the Mahummadan lad who should attain the highest number of marks in the First Arts examination in the Bengal Presidency, and the other, a silver medal worth Rs. 25, for the student of any caste or creed who should write the best English essay.

IV. The Maharani Sarnamayi, "the best subject of the Queen in Bengal," has continued to subscribe to schools with widespread liberality. The reports of the inspectors of schools mention the liberality of Her Highness in every division of Bengal.

Her Highness has received the special thanks of His Honor the Lieutenant-Governor of Bengal.

V. In the Mymensingh district the Sontosh Jahnvi school was founded and supported by Jahnvi Chaudari, of Sontosh, to whom His Honor the Lieutenant-Governor of Bengal notified his thanks in the following record:—"The Lieutenant-Governor desires to place on record his approbation of the well-directed liberality of Jahnvi Chauduri, a lady who, having established an unaided school at Sontosh, in Pargana Kajuran, has presented to it Rs. 1,000 for the purchase of books and furniture, and has endowed it with Rs. 220 a month for the school establishment."

VI. The Maharajah of Burdwan still supports his school in the town of Burdwan. It is to be regretted that a college department is not attached to this school.

VII. Other Hindu gentlemen in almost every district of Lower Bengal still continue their liberality.

VIII. A list of the gentlemen who have done most for the advancement of education in each district is given in the inspectors' reports.

V. **MISSIONARY SCHOOLS.**—His Honor the Lieutenant-Governor having expressed a wish to know the extent of Missionary and other Christian operations in the cause of education, I add to the report the accompanying statistics.

E. They labour under the defect of being incomplete, for missionary societies were not systematically applied to for information concerning unaided schools. The chief omissions, however, occur regarding Roman Catholic unaided schools. Aided institutions, like orphanages, report only the sums spent on education and not the cost of maintenance. This division of the cost between education and maintenance is made under the orders of the Supreme Government. The expenditure on aided orphanages by the several missions is double that exhibited in the table, and that on unaided orphanages is omitted.

I have also endeavoured to show the distribution of the work in the several parts of the country, but much is done in education by missionaries which is not known to the department. Hence the account here given is only an approximation to the real amount of educational work by missions.

In the town and neighbourhood of Calcutta there are four missionary colleges—The General Assembly's Institution, the Free Church Institution, the Cathedral Mission College, and the London Missionary Institution at Bhowanipore. These four institutions are aided, and at page 44 it is shown that they had 332 students; that they cost in all Rs. 85,086, of which sum Government contributed Rs. 20,201, and Rs. 64,885 were raised by fees and contributions, the fees amounting to Rs. 17,695 and the contributions to Rs. 47,190.

The total yearly cost of each student was therefore Rs. 256, out of which Government contributed Rs. 60. Besides these four colleges, the unaided Mission College at Serampore had 29 students, but their cost is not known to the department. Bishop's College, which 40 years ago was the chief Christian college in all India, ceased this year to exist as a college. It is now a vernacular theological seminary for catechists.

There are no missionary institutions for special instruction other than theological and educational.

Missionary schools exist in almost all the districts of the Lower Provinces, and those which receive aid are shown in the accompanying table. It is very unfortunate that the nominal list of schools was not sent this year to the Director, as from it more detailed notices of these schools could have been given than is now possible. I find it practically a mistake to imagine that summaries are more easily dealt with than detailed lists. If the summaries were all accurate, this would be the case; but as they occasionally contain errors, the rectification of such errors in the absence of details eventually causes more trouble in correspondence than if a nominal list of schools had been submitted and the errors corrected from the returns themselves. No provision for separate information regarding missionary schools, district by district, was made in the orders of Government dated 8th April 1872, and hence it was not easy to tell the districts in which the schools of each circle were situated. Mr. Martin, the Inspector of the Burdwan and Orissa

divisions (Hooghly district excluded), reported that missionary societies in his circle had the following schools and pupils :—

	AIDED.		UNAIDED.	
	No. of Schools on the 31st March 1872.	No. of Students.	No. of Schools.	No. of Students.
Higher Class Schools	2	161	1	142
Middle Class Schools	2	94	1	96
„ Vernacular	1	94	2	73
Lower class English	1	170	.....	.....
„ Vernacular	{ 43 19	{ 932 541	1	14
Normal School	2	117	.....	.....
Girls' Schools and Orphanages	10	900	.....	.....
Two Zenana Agencies	2	86	.....	.....
Total	82	3,195	5	325

The large orphanages for girls at Cuttack, Pipli, Balasore, and Jelasore, are the cause of the unusual numbers in the girls' schools.

These 80 schools and two zenana associations received, during the year ending 31st March 1872, Government aid to the amount of Rs. 11,331 to meet Rs. 1,751 from fees and Rs. 13,500, from missionary contributions. The total receipts were Rs. 26,582.

Of the 80 schools, excluding zenanas, 13 are in Burdwan, 46 in Midnapur and the southern Santal country, and 21 in Orissa.

The two higher class English schools in the list are those at Burdwan under the Church Missionary Society, and at Kulna, in the Burdwan district, under the Free Church of Scotland. The 13 other missionary schools in this zilla also belong to the two societies. The boys' orphanage of the Church Missionary Society has been removed from Burdwan to Kishnaghur owing to the epidemic. The Church Missionary Society contemplates, it is said, the closing of such of their English schools as are supported by contributions from home.

In Bancoorah there are no schools supported directly by missionary societies, though a girls' school supported by the residents is called a mission school.

In Birbhum the Revd. J. Allen, of the Baptist Missionary Society, has two good schools; one of the higher class for boys and the other for girls. In Midnapur the American Baptist Society have 44 vernacular schools chiefly for Santals, besides a girls' school and a training school for teachers at Midnapur.

The four orphanages for girls and the orphanage for boys at Cuttack are the great features of missionary educational work in Orissa. Three of the girls' orphanages are under the Baptist Society, and that at Balasore is attached to the Roman Catholic Convent. The zenana agency at Balasore connected with the Baptist Society is progressing satisfactorily.

In Hooghly the Church Missionary Society, the Free Church of Scotland, and the Baptist Society, have in all 49 aided schools with 2,132 pupils, and four unaided institutions with about 400 pupils.

<i>Aided Schools.</i>			
5 Higher Class Schools	with	...	566 pupils.
2 Middle Class English Schools	"	...	87 "
6 " Vernacular "	"	...	206 "
29 Aided Primary Schools	"	...	1,143 "
7 Girls' Schools	"	...	130 "
<hr/> 49	Total	...	<hr/> 2,132

The Free Church of Scotland have aided English schools at Chinsurah, Mohanad, Bansberia, Sonátigri, Dhamasin, and Pownen; 6 vernacular middle schools, 7 girls' schools, and 22 primary schools, in the northern part of the district. The Church Missionary Society have a higher class school at Chatra, near Serampore, and 7 primary schools in the southern part of the districts. To the Baptists belong the unaided school and college consecrated by the devoted labours of the Serampore missionaries—Carey, Marshman, and Ward. For many years this institution was supported at a heavy annual cost by J. C. Marshman, Esq., the Founder and first Editor of the *Friend of India*. The educational department has no information of the cost of this institution. The Baptists have two unaided schools at Howrah with about 120 pupils in them.

In Calcutta there are the following missionary schools for boys:—

<i>Higher Class.</i>		Number of Pupils.
Free Church of Scotland	...	762
General Assembly's Institution	...	867
American Unitarian	...	272
<i>Middle Schools.</i>		
Cathedral Mission	...	131
Mirzapore C. M. S. School	...	180
		<hr/> 2,212

Native female education in Calcutta is chiefly prosecuted by means of zenana agencies, which, though not all missionary, are intimately connected with such societies. At page 80 of Appendix A, I have shown that the American Society under Miss Brittan has 854 ladies under instruction; the Ladies' Society for India and the East, of which Mrs. Broadbent is now the Secretary, has 468 ladies as pupils; the Free Church of Scotland has 77; and Miss Mendes' Society 17

pupils. The Government grant for the instruction of these 1,416 ladies is Rs. 1,242 monthly, to meet Rs. 2,092 raised by contribution, and to a small extent by fees. The numbers in the zenana agency under the Church of Scotland were not given.

The native girls' schools in Calcutta connected with missions are as follow :—

*Aided Schools.*

	Pupils.
Dr. Duff's Female School ... ..	69
The Calcutta Central School ... ..	60
Free Church Orphanage ... ..	53
Rev'd. C. H. Dall's Girls' School ... ..	52

*Unaided Schools.*

Mirzapore C. M. S. School ... ..	40
Miss Leslie's School ... ..	32
General Assembly's Orphanage... ..	38

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The Baptists have five schools with 110 pupils connected with the Circular Road Chapel.

o In Calcutta about 1,800 girls and ladies are instructed through schools and zenana agencies connected with missions; 2,200 boys learn English, and a large but unreported number learn the vernacular. The schools under the Roman Catholic clergy are chiefly intended for the benefit of the Christian community, and will be noticed further on.

PRESIDENCY DIVISION.—In the suburbs of Calcutta there are four large missionary schools. The Church Missionary aided school at Garden Reach with 218 pupils, the London Missionary unaided school at Bhowanipore, with 762 pupils, the Baptist unaided school at Entali, and the Wesleyan unaided school at Paikpara. The two latter schools have about 500 boys between them.

Beyond the suburbs and in the district of the 24-Pergunnahs are the aided higher school at Agurpara, under the Church Missionary Society, with 251 pupils, and the London Missionary aided school at Behala with 129, and the unaided school of the Church of Scotland at Nyehati.

Besides these large higher schools, the Church Missionary Society, the London Missionary Society, and the Society for the Propagation of the Gospel, have numerous schools to the east and south of Calcutta, among which the following have aid from Government :—

1 Aided English middle school ... ..	52 pupils.
5 „ Vernacular middle schools ... ..	307 „
59 „ primary schools ... ..	2,470 „
11 „ girls' schools ... ..	341 „

It would be within the mark to say, that in the 24-Pergunnahs by Protestant missionary agency, about 2,000 boys are instructed in English, about 4,000 in the Vernacular, and more than 400 girls in English or the Vernacular.

In Nuddea the statistics for the year shew the following extent of educational work by the Church Missionary Society.

1 Higher Aided School	...	...	172 pupils.
2 Middle English Schools	...	...	253 "
2 Middle Vernacular Schools	...	...	218 "
1 Primary	...	...	86 "
1 Normal School	...	...	13 "
2 Girls' Schools	...	...	112 "

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Besides, there are a large number of unaided primary schools and pathshalas.

Statistics of missionary work were given separately by Messrs. Martin and Woodrow, but not by other inspectors, in their printed reports district by district. Dr. Fallon, however, in the north-western circle notices separately the schools he himself inspected, and speaks in praise of the Church Missionary Society's orphanage at Bhagulpur, and of the normal school for Santals at Taljhari, and of Messrs. Boersen and Skrefsrud's schools in central Santalia.

Mr. Woodrow's report gives the statistics of the aided missionary schools in each district, shewing for each description of school the number of pupils on the 31st March 1872, the average daily attendance, the receipts from Government during the official year, the fee and missionary contributions, and the total receipts. These statistics are given in Appendix A, and are shewn for Hooghly at pages 45 and 46, for Calcutta at pages 72 and 73, for the 24-Pergunnahs at pages 87 and 88, and for Nuddea at pages 102 and 103. The summary of the statistics of missionary aided schools in these four districts is as follows :—

DISTRICTS.	No. of Schools.	No. of Pupils on the Roll on 31st March 1872.	Average daily attendance.	RECEIPTS			Total.
				From Government.	From Fees, &c.	From Missionary contributions.	
				Rs.	Rs.	Rs.	Rs.
In Hooghly	49	2,132	1,599	5,029	5,662	8,164	19,754
„ Calcutta	59	1,623	1,425	16,163	2,549	35,443	54,153
„ 24-Pergunnahs	79	3,780	2,813	10,979	11,344	12,390	34,694
„ Nuddea	9	554	679	5,960	5,007	5,867	16,734
Total	236	8,389	6,516	39,921	24,661	61,753	1,25,235

In all cases the missionary contribution, exclusive of fees, is in excess of the Government aid, rising from almost equality at Nuddea to more than double the aid in the case of Calcutta. In these portions of the central circle the average percentage of Government aid on the total income is 32 per cent.

The aided schools in the districts of Jessore, Moorshedabad, Birbhum, Rajsbahi, Malda, Pubna, appear, in the returns of Babu Bhudeb Mookherjee as 18, having 538 pupils on the rolls at the end of the year. They received from Government Rs. 1,128, and contributed in fees Rs. 228, and in subscriptions Rs. 1,245. No men-



tion is made of unaided schools. In Jessore, however, there were in 1871, 28 village schools with 719 pupils in attendance; and the last report of the Baptist Missionary Society shows 41 schools and 1,035 pupils on the rolls.

The difference, perhaps, arises from circles of schools being considered as single schools.

**RAJSHAHI DIVISION.**—No information is given concerning the missionary schools in this division. There are no aided missionary schools and nothing is said of the unaided schools. There is, however, at Berhampur a large and flourishing school under the London Missionary Society, and the Revd. Behari Lal Singh, of the Free Church of Scotland, has schools in Rajshahi.

As regards instruction in the Cooch Behar division, the Revd. W. Macfarlane, of the Darjeeling Presbyterian mission schools, reports that on the 31st March 1872 there were 278 boys studying Bengali, 228 studying Hindi, and 23 studying Lepcha. The Lepcha reading boys had diminished from 33 to 23 during the year, and the Bengali reading boys had increased by 98; the Hindi reading boys had remained almost stationary.

In the south-eastern circle, containing the Dacca and Chittagong divisions and the Khasia Hills, the chief portion of the educational expenditure on missionary schools is given to the schools managed by Welsh Wesleyan Missionaries. The Baptist missions in the Backergunge, Mymensingh, and Dacca districts, devote their chief attention to evangelical work. There were, however, 12 schools with 310 pupils in Backergunge, and two schools with 86 pupils in Mymensingh.

The Welsh missions in the Khasia and Jyntea Hills are described by Mr. Clarke at pages 426 and 430. The remarkable feature of these schools is the absence of Bengali pupils. There were 1,161 pupils in them at the end of the year: Government paid Rs. 8,943, the fees amounted to Rs. 214, and the missionary contribution and endowment was Rs. 4,136.

The race of the pupils were—

898	Khasis	in	37	schools
185	Jynteas	in	14	"
87	Garos	in	4	"
39	Nagas	in	1	"
13	Mikers	in	1	"

There are, however, 8 Hindus in the Nurtiung school and one Mahummadan in Nongsowlea school.

In the divisions of Patna and Bhagulpur there are no higher or middle missionary aided schools; but we find tabulated 32 lower vernacular aided schools, two normal schools for masters and one for mistresses. These are in the Santal Pergunnahs, and are managed by the Church Missionary Society, and by the Baptist missionaries—Mr. Skrefsrud and Mr. and Mrs. Boersen—who are not connected with any society.

The only remaining division is that of Chota Nagpore. In this division the German missionaries under the Berlin Curatorium opened up a very successful field of missionary labour. After about ten years a

difference arose between the elder missionaries and the Curatorium, and it ended four years ago by their joining the Church of England and relinquishing into the hands of the Curatorium the churches, houses, and school buildings that they had erected chiefly by the help of Christians in India, who honored them for their devotedness to their work. These buildings were the best of their several kinds in the Lower Provinces of Bengal. The young missionaries who succeeded, were men of learning, piety, and ability. The work of instruction is carried on by both parties, and the Government gives to both small grants, which ought to be increased considering the work done.

The Free Church of Scotland have commenced a mission to the Santals at Pachamba, which at the end of the year had not received Government aid.

Last year no Government aid was given to the missions in Hazaribagh, Manbhum, and Singbhum. The details of the aid to the schools at Lohardaga (Ranchi) are given at page 269, Appendix A. They shew 2 English schools with 363 pupils on the roll, having a total cost of Rs. 7,959, of which Government gives Rs. 756 (just one-tenth), and 12 primary schools attended by 195 boys, costing in all for the year Rs. 990, towards which Government gave Rs. 570. The primary schools are not under the grant-in-aid rules, and their bills are not signed by the inspector.

The following summary of all aided missionary schools shows that there are 505 such schools, containing on the 31st March 15,441 pupils, with an average attendance of 12,008. They received as aid from Government Rs. 67,469, and from missionary societies, Rs. 1,05,237. The fees raised were Rs. 27,931. I have no means of estimating exactly the total number of pupils in the numerous unaided schools, and in the Roman Catholic schools, but it is large and probably equal to the number in aided schools. The distribution and statistics of the several kinds of missionary and other Christian schools in the educational circles are shown in Appendix C.

*Summary of all Aided Missionary Schools.*

EDUCATIONAL DIVISIONS.			Number of Schools.	Number of Pupils on the Rolls on 31st March 1872.	Average Monthly Attendance.	Average Daily Attendance.	Receipts from Government during 1871-72.	Receipts from Fees and Fines during 1871-72.	Receipts from other Local Sources during 1871-72.	Total of Receipts during 1871-72.
Central Circle	...	...	255	9,146	8,511	7,062	42,760	25,764	76,674	145,389
South-West "	...	...	82	3,195	3,120	2,487	11,331	1,761	13,600	26,662
South-East "	...	...	54	2,022	814	631	3,246	82	3,760	7,088
North-West "	...	...	36	840	755	598	4,497	.....	4,820	9,317
North-East "	...	...	60	800	1,315	881	4,507	56	5,038	9,801
North-Central "	...	...	18	538	503	320	1,128	288	1,245	2,661
Grand Total			505	15,441	14,917	12,008	67,469	27,931	105,237	200,637

\* Some great omission occurs in this line.

The Christian aided institutions, conducted by managers other than missionaries are 37 in number, of which 27 are in the central circle, 3 each in the south-west and south-east circles, 2 in the north-west circle, and 1 each in the north-east and north-central circles. They are chiefly intended for the instruction of Europeans and Eurasians. In Calcutta the most important of such schools passing boys at the Entrance examination are unaided. They are in order of numbers :—St. Xavier's school with 479 boys, the Doveton school with 260, La Martiniere with 148, the Bengal Academy with 135, the Armenian Philanthropic Academy with 72. These 5 schools passed 27 boys at the Entrance examination.

Arranging the schools in and near Calcutta according as their management is Roman Catholic or Protestant, Greek, and Armenian, we have the following list :—

### SCHOOLS OTHER THAN PRIVATE.

#### UNDER PROTESTANT, GREEK, OR ARMENIAN MANAGEMENT.

<i>For Boys.</i>	<i>Number of Pupils.</i>
La Martiniere	148
The Doveton Collegiate School	260
The Armenian Philanthropic Academy	72
The Calcutta Boys' School (aided)	110
St. Stephen's School (aided)	39
The Free School (Boys' Department) aided	224
The Benevolent Institution (do.) aided	121
St. Thomas's School (do.) aided	47
	<hr/> 1,021

#### *For Girls.*

Female Normal School	11
The Young Ladies' Institution	90
La Martiniere for Girls	104
Free School (Girls' Department) (aided)	112
The Benevolent Institution (aided)	110
Calcutta Girls' School (aided)	66
European Orphan Asylum (aided)	62
St. Stephen's Girls' School (aided)	29
St. Thomas Girls' School (aided)	18
St. Saviour's School, Dhurumtollah	72
	<hr/> 674

#### UNDER ROMAN CATHOLIC MANAGEMENT.

<i>For Boys.</i>	
St. Xavier's Collegiate School	499
Bengal Academy (private)	135
Cathedral Male Orphanage	170
St. Xavier's School, Bow Bazar	196
St. Chrysostom's School	75
	<hr/> 1,055

*For Girls.*

The Loretto House	...	...	117
Bow Bazar Girls' School (aided)	...	...	131
Bow Bazar Loretto	...	...	64
Moorghihatta Loretto	...	...	70
Entalli Loretto	...	...	39
Entalli Orphanage (aided)	...	...	196

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The following summary shows that 37 aided schools, under the management of Christian bodies other than missionary societies, contain 2,552 pupils, chiefly Christians; that they received from Government Rs. 36,792, raised in fees Rs. 29,871, and obtained from subscriptions and endowments Rs. 38,910.

*Summary of all Aided Schools under Christian Managers other than Missionaries.*

EDUCATIONAL DIVISION.			Number of Schools.	No. of Pupils on the Rolls on 31st March 1872.	Average Monthly Attendance.	Average Daily Attendance.	Receipts from Government during 1871-72.	Receipts from Fees and Fines during 1871-72.	Receipts from other Local Sources during 1871-72.	Total of Receipts during 1871-72.
Central Circle	...	...	27	2,113	1,905	1,533	33,222	19,942	37,375	90,439
South-West "	...	...	8	98	75	58	1,900	1,105	1,007	3,972
South-East "	...	...	2	220	187	146	815	1,687	234	2,766
North-West "	...	...	1	46	45	38	1,389	1,127	173	2,689
North-East "	...	...	1	38	36	35	2,390	6,076	.....	8,466
North-Central "	...	...	1	39	40	31	96	34	121	251
Grand Total			37	2,552	2,288	1,841	39,792	29,871	38,910	108,573

*Total expenditure of Aided Schools and Colleges in the Lower Provinces of Bengal.*

MANAGEMENT.	From Government.	From Fees, &c.	From other local contributions.	Total.	Percentage of Government aid on total expenditure.
Missionary Societies...	87,668	45,625	1,52,408	28,4,655	31
Other Christian bodies	43,393	32,942	50,441	1,27,392	34
Total	1,31,061	78,567	2,02,419	4,12,047	32
Native Gentlemen not Christians	2,91,692	2,10,069	2,93,746	7,95,507	37
Grand Total	4,22,753	2,88,636	4,99,165	12,00,554	35

It is seen from these results that on the average the three different classes of schools get about one-third of the total cost from Government. The aided schools under the management of native gentlemen get somewhat the best, and missionary societies somewhat the worst, terms from Government. This is owing to the missionary schools being generally of a higher order than those under the management of native gentlemen.

Table of the Social Position of 196,216 Pupils on the 31st March 1872 in 5,313 Colleges and Schools in the Lower Provinces of Bengal.

	General Colleges.	Spec. Colleges of Law, Medicine and Engineering, and Oriental Languages.	Normal Schools, Schools of Medicine, and Schools of Art.	Boys in Higher and Middle Schools.	Boys in Primary Schools.	Girls and Ladies in Zenanas.	Pupils in East Bengal not distributed according to School.	Total.	Percentage on the total number.
UPPER CLASSES OF SOCIETY.									
Princes, Nabobs, Rajas, Bâg Bahâdurs, Khendâdurs ... ..	1	4	.....	88	8	9	27	155	07
Government Servants.	2	2	.....	29	8	.....	4	45	03
Government servants, with salaries of Rs. 10,000 a year and upwards ... ..									
Land.	24	3	.....	453	28	26	41	575	29
Large Land holders, whose incomes from land is Rs. 20,000 a year and upwards ... ..									
Other realized Property.	2	.....	.....	47	10	14	1	72	04
Owners of houses, mines, Government securities, and other realized property, whose income is Rs. 30,000 a year and upwards ... ..									
Professions.	3	2	.....	18	5	.....	2	28	01
Professional men, with income of Rs. 40,000 a year and upwards ... ..									
Trades.	2	2	.....	68	5	3	9	90	05
Merchants, Bankers, &c., with incomes of Rs. 50,000 a year and upwards ... ..									
Total of Upper Classes ... ..	37	18	.....	703	59	50	84	945	49



Table of the Social Position of 196,216 Pupils on the 31st March, 1872 in 5,313 Colleges and Schools in the Lower Provinces of Bengal.—Continued.

General Colleges.	Special Courses of Law, Medicine, Engineering, and Oriental Lan- guages.	Normal Schools, School of Medi- cine and School of Art.	Boys in Higher and Middle Schools.	Boys in Primary Schools.	Girls and Ladies in Zenanas.	Pupils in East Bengal not dis- tributed accord- ing to School.	Total.	Percentage on the Total number.
<p>LOWER CLASSES OF SOCIETY OR "THE MASSES."</p> <p><i>Service, Government.</i></p> <p>Government servants on less than Rs. 20 a month, such as Compounders, Soldiers, Constables, Chaudharies, Peons, Palkis, Barkandazs, Chaprasis, Darwazs, Guards, Messengers, Bhandaries, Nag-dics, Boatmen, Gunners, Laskars, Seamen, Cooks, Tailors, Palki-bearers, Panka-pullers, Coachmen, Syces, Elephant-drivers, Grass-cutters, Shikaries, Duffries, Bickies, Khansamas, Kitmatgars, Ayzas, Washermen, Mahars, and other servants on regular pay</p>	12	40	1,700	1,444	210	986	4,392	2.23
<p><i>Service, Private.</i></p> <p>Such as those named before</p>	1	30	2,843	3,157	330	639	7,335	3.70
<p><i>Agriculture.</i></p> <p>Cultivators, Gardeners, small Ryots</p>	2	455	13,107	31,895	1,093	3,368	49,926	25.54
<p><i>Trade.</i></p> <p>Petty Shop-keepers, and small Dealers and Sellers, such as Pedlars, Kolu, Chunnari, Mudia, Moiras, Sweetmeat-sellers, sellers of Tari, Betel, Milk, Spices, Fish, Biscuits, Opium, Stamps, Panthas, Firewood, Baskets, Liquor, Earthenware, Vegetables, Galls, Goli, &amp;c.</p>	4	45	5,940	11,304	407	1,885	19,598	10.02

<i>Handicraft.</i>										
Printers, Compositors, Pressmen, Bookbinders ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Workers in Gold and Silver, Ornament-makers ...	.....	3	.....	.....	.....	.....	.....	.....	.....	.....
Potters, Stone-cutters, Masons, Idol-makers, Brick-makers, Bricklayers ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Firemen, Stokers, Lower Engine-drivers ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Painters of houses, of common Pictures, Picture frame-makers, Dyers ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Blacksmiths, Timmen, Brasiers, Kansari ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carpenters, Coopers, Wheel-wrights, Palki-makers ...	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Weavers, Blanket-makers ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Harness-makers, Shoemakers, Hat-makers ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<i>Skilled Labour.</i>										
Tailors, Barbers, Gharamis, Farriers, Horse-breaker's Shikaries, Midwives, Bird-catchers ...	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
<i>Common Labour.</i>										
Palki-bearers, Garwans, Syces, Coolies, Oow-herds, Shepherds, Fishermen, Pig-keepers, Cutters of grass and wood ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<i>Miscellaneous.</i>										
Itinerant Performers, such as Medicines at Nautes, Songsters, Male-dancers, Bajandars, Jatravalas ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vagrants, such as Beggars, Fakirs, Bairagis ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Disreputable classes, such as Latials, Madmahes, Deccois, Thieves, Pirates, Prisoners, Prostitutes ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total of the Lower Classes or the Masses ...	46	22	.....	.....	.....	.....	.....	.....	.....	.....
No returns ...	36	6	.....	.....	.....	.....	.....	.....	.....	.....
Grand total ...	1,323	1,043	.....	.....	.....	.....	.....	.....	.....	.....

Excludes of scholars in unaided schools in the North-Central Division.



**SOCIAL POSITION.**—The social position of the 196,216 pupils in 5,313 colleges and schools does not differ much from that of the 185,060 pupils in 4,695 schools reported on last year. The pupils are classified according to the social position of their parents or guardians. The four great groups comprise the upper, middle, and lower grades of society, and the pupils whose parentage has not been ascertained. The higher grades are classified into six divisions according as their position in society is due to titles of ranks, to high position in the public service, to large landed estates or other realized property, and to handsome incomes from professions or from commerce. The middle grades of society are classed according as their chief claim to social position is due to Government service, to property, profession, or trade.

Government service in the middle grades of society is divided into four heads, according as the salary of the post is,—not less than (1) Rs. 200 a month, (2) not less than Rs. 50, (3) not less than Rs. 20, or (4) is less than Rs. 20 a month. Teachers, clerks, postmasters, and military officers, or pensioners receiving less than Rs. 20, are all counted as belonging to the middle ranks.

Gentlemen having social position from estates are classified under four heads, as their incomes stand above or below Rs. 3,000 a year, or as they hold lands of religious endowment, or possess lands on condition of police service; such as, jaghirdars and ghatwals of mountain passes. Professional men, and men engaged in trade of the middle class, are classed in two sections, an upper and a lower. It has been pointed out by Mr. Wells, the Collector of Faridpur, that the classification places some guardians in the middle grade of society who certainly belong to the masses. The several grades of society fade so insensibly one into the other, that it is impossible to state the exact point at which one ends and the other begins. Moreover, the two objects of the enquiry into the social position of the pupils were to show—first, who were the pupils of our schools; and, secondly, whether a comparison of future years would show that education did filter downwards. In determining the latter point, it was desirable to keep the lower grade of society strictly to people following occupations which generally form the work of the masses. Hence, though it may be true that in a few cases men may be graded in the table too high, this is not so prejudicial to the attainment of the object for which the table was constructed, as classifying them too low. Moreover, though the ancestral acres may be few, and sub-division by inheritance or by infeudation may have reduced the share of these acres to a dismally small fraction, yet it is something to have a bit of land to call one's own.

Further, sub-division under this head would probably meet Mr. Wells's objections; and the only reason why it has not been adopted is, that the table already is inconveniently long.

The occupations of the lower orders of society are classed under the heads of service under Government,—private service, agriculture, petty trade, handicraft, skilled labour, common labour not agricultural, and miscellaneous. One hundred and sixty-four different occupations are

mentioned, in order to show teachers as clearly as possible the scope of the investigation, and to enable them to prepare accurate returns.

The column for pupils whose parentage has not been ascertained, is necessitated by the fact that there are some orphanages in which little foundlings do not know who were their parents; Zenana agencies seem to have difficulty in reporting on the social position of the parents of the pupils taught, and occasionally children do not know the occupation of their friends, or were absent when the enumeration took place, and some schools have not sent in these returns. These five reasons explain why 3,991 children have not been classified. In Mr. Clarke's summary the pupils were distributed by districts and not by class of school. Hence it was impossible to incorporate it directly with the others in the distribution according to school. It is, however, added in a separate column, and the total of the pupils of different kinds of schools must all be increased by a share of the total for the south-east division. The effect of the difference is, that conclusions will have to be drawn from five instead of six educational divisions when the attendance of children of the several ranks of society in the different kinds of schools is discussed. In other investigations the absence of this distribution will not be of importance.

Comparing the results with those of last year, we see that we have 11,156 more pupils to classify, and that more than 8,700 of them belong to the lower orders, and 2,100 to the class whose parentage has not been ascertained. Hence there is an extension of education downwards.

A comparison of the totals with those of last year gives the following result:—

SOCIAL POSITION.	Actual Numbers.		Percentage.	
	1871.	1872.	1871.	1872.
Higher Classes ... ..	1,066	945	5.8	4.8
Middle Classes ... ..	90,387	90,776	48.83	48.10
Lower Classes ... ..	91,788	100,504	49.59	51.38
Parentage not ascertained ... ..	1,821	3,991	1.00	2.04
Total ... ..	185,060	196,216	100.00	100.00

The upper classes have fallen in number from 1,066 to 945, and relatively from 5.8 to 4.8 in a thousand. The chief part of this decrease is found in the schools of the north-western and north-central divisions, in which two districts the number of pupils from the upper classes of society has fallen from 348 to 219, excluding those in the Patna and Berhampur colleges. The south-western, the north-eastern, and south-eastern circles, all show an absolute decrease in the number of pupils belonging to the aristocracy of Bengal. As this class of society has not suffered any particular reverses of fortune during the past year, I am unable to explain the matter, except on the supposition that teachers

having studied the table more and learnt it better, have this year been more particular in their entries of students. The central circle shows a large increase.

The middle classes have fallen in actual number by 389 in 90,776; but as this is coincident with an increase of the total number of pupils, we find that the percentage has fallen from 48.8 to 46.1. The comparison of 1871 with 1870 showed a similar reduction of the two per cent. It is evident from these figures that the percentage of pupils of the middle and upper classes on the total number has for two years been steadily declining.

The table shows that the lower grades increased by 10,000 pupils, or relatively from 496 to 514 of strength in a thousand. In the previous year the increase was 7 in the thousand, exclusive of Assam pupils, which would have made it much greater. Both these results show that education has been filtering downwards, even in years unpropitious to the extension of education.

The 14 general colleges may be classed in three groups, of which the Presidency and Sanskrit colleges in Calcutta are the first group, the 7 Government mofussil colleges are the second, and the 5 aided colleges of Calcutta, the third. It is remarkable that the number in the two Calcutta Government colleges exactly equals those in the 7 mofussil colleges.

CLASSES OF SOCIETY.	Presidency and Sanskrit Colleges.	Seven Mofussil Colleges.	Five Aided Colleges.	Total.
Higher Classes ... ..	22	10	5	37
Middle Classes				
Government ... ..	109	154	69	337
Estate ... ..	102	139	69	310
Profession ... ..	164	118	118	400
Trade ... ..	68	27	56	151
	443	438	312	1,193
Lower Classes ... ..	.....	14	32	46
Parentage not ascertained ... ..	...	8	8	11
Grand Total ... ..	465	465	357	1,287

In glancing over these figures, we see that on the whole, out of 1,287 undergraduates, 1,193 come from the middle classes of society, 48 from the lower, and 37 from the higher, and the parentage of 11 has not been ascertained. Thus, 12 out of every 13 undergraduates are from the middle ranks. This is much about the proportion shown for colleges last year, when there were 1,250 undergraduates of the middle class out of a total of 1,374. Of the 37 young men from the upper ranks of society, 24 or two-thirds belong to the class of zemindars having income

of Rs 20,000 a year and upwards. The titled portion of the upper ten thousand sent 4 undergraduates, and the other sections of the same rank only 2 or 3 each. Twenty-one out of the 37 are in the Presidency College.

In Calcutta colleges, both Government and missionary, professional men and clerks sent a third of the undergraduates, and the lower section of this class is more numerous than the higher section, except in the Sanskrit college, where the higher section predominated, because learned pundits, even though very poor, are classed in the higher section. In the mofussil colleges the case is different; the most numerous class is sent by men in Government service, and after them by the possessors of realized property.

From the lower class of society there are 46 undergraduates, of whom 35 have for their guardians persons in the menial service of private individuals. It is remarkable that there is not one undergraduate from the same class of people in Government service. Six others are the sons of cultivators, gardeners, and small ryots, and three are the children of petty traders. From artisans in the nine chief branches of handicraft, the workers in common metals, such as iron, tin, and copper, send one undergraduate; the rest none. One also comes from those who live by skilled labour.

The number of those whose parentage has not been ascertained is 11, and 36 in the unaided colleges were not tabulated.

Although undergraduates of the lower ranks of society number 46, exactly the same as in last year, yet their percentage on the smaller total number of undergraduates necessarily becomes a trifle higher.

#### Special Colleges.

Special colleges for law, medicine, and engineering, are all supported by Government.

The law classes are attended by 566 students, who come 12 from the upper ranks, 552 from the middle, and 2 from the lower ranks. Of the 552 from the middle class, 63 have guardians engaged in trade, and the remaining 489 come in equal numbers from the divisions of Government service, landed estate, and professions. The Presidency College law department has 270 students, and the 7 mofussil law colleges have 296 students. It is remarkable that only 12 persons connected with trade and commerce have sons studying law in mofussil colleges, and they are found 4 at Dacca, 4 at Patna, 3 at Hooghly, and 1 at Kishnaghur.

In the Presidency law classes there are 51 of this class, and exactly the same number from Government service; while the mofussil law classes have 109 from Government service to the 12 connected with trade. I conclude from this that the native merchants in the mofussil are less anxious for legal instruction than those in Calcutta, or that some of them send their children to Calcutta for education; probably both explanations are true. The Presidency receives from profession 88 students—a number greater than from any of the three other classes; while in the mofussil law colleges only 79 are connected with professions against 91 supported by realized property and the 109 by Government service.

From this I draw the same conclusion, that professional men in the mofussil are not so anxious for legal instruction as those in the Presidency, or that they also send their children to Calcutta for instruction. In fact, Calcutta has the reputation of giving the best education, not only in law but also generally; and clever boys are sent there from all parts of the country. Calcutta scholarships are constantly awarded to students from the mofussil, who come up to the metropolis for the benefit of the instruction given in the college.

**THE MADRASAS.**—The 82 students of the Calcutta Madrasa are sent by the following classes:—Forty-three by Government servants on salaries less than Rs. 20 a month; 33 by holders of land or realized property receiving from it any sum not exceeding Rs. 3,000 a year; 6 by men engaged in trade, none by professional men, and none from the upper or from the lower ranks of society. The Hooghly Madrasa seems to draw its pupils from different classes. Out of its 32 students, it has 4 from the lower orders, 5 from professions, of whom 1 is from the upper section and 4 from the lower, 2 from trade, 9 from the lower section of realized property, and 12 from incumbents living on religious endowments; none come from the upper ranks of society. This distribution accords with my expectation better than that in the Calcutta Madrasa; both results however show that the parents of the majority of the pupils are not rich. It was shown in the table on finance that at the Madrasas the education of each student costs Rs. 133 a year.

**MEDICAL COLLEGE.**—The English department reports 247 students, of whom 1 comes from a family having some title, 16 are from the lower ranks, 6 are of parentage not ascertained, and 224 are from the middle ranks. Twelve of the 16 of the lower ranks are the sons of persons in the menial service of Government, 3 are sons of artizans, and 1 is son of a petty trader. Of the 224 in the middle ranks, one-third of the students come from Government service, one-third from professions, and the remaining third from realized property and trade. As regards middle class professions, 26 students are from the upper and 50 from the lower section; 18 students only are sons of persons in Government service receiving more than Rs. 200 a month, and 5 only are sons of persons receiving more than Rs. 3,000 a year from realized property.

It is evident from these results that the students of the English department of the Medical College are drawn almost entirely from the middle rank of society, and that the majority of them are from its lower section.

In the Hindustani or military class containing 118 students, 85 are of the middle ranks and 33 of the lower. Of this latter number, 25 are sent by persons in the menial service of Government. Of the 85 of the middle ranks, 43 are from professions, 7 being from their upper and 36 from the lower section; 13 are from officers of the Government service, of whom 8 receive less than Rs. 50 a month.

In the Bengali class 301 are of the middle ranks, 23 from the lower classes of society, and 10 are of parentage not ascertained, and none come from the upper ranks. Among the 23 from the lower classes, 10 are sons of cultivators and 8 of petty traders.

Of the 301 from the middle class of society, 55 are supported from the Government service, 65 from realized property, 152 from the profession, and 29 from trade. Out of the 55 in Government service, 45 are from holders of situation of less than Rs. 50 a month. Of the 65 from realized property, 36 or more than half are supported from religious endowments, and only 5 receive more than Rs. 3,000 a year from realized property. Of the 152 from professions, 132 are from its lower section. These facts show that the military and Bengali classes are chiefly from the middle classes of society, but from a lower stratum than that which supplies the students of the English class. In all the three branches, the lower section of the middle class is more numerous than the upper.

**SCHOOL OF ART.**—This school receives 67 students from the middle classes and 9 from the lower classes, 5 of the 9 being the sons of cultivators and 4 of artizans. Of the 67 of the middle classes, 36 or more than half are from professions, 10 being from the upper section and 26 from the lower. From this it is evident that the lower stratum of the middle class of society provides the bulk of the students of the medical schools and of the School of Art.

**NORMAL SCHOOLS.**—The pupils of 36 normal schools are 1,589 in number; but the 15 aided schools and the 1 unaided have supplied very imperfect statistics, since among their 450 pupils are 299 whose parentage has not been ascertained. The 6 normal schools in the south-eastern district are not here included, as separate statistics of them were not sent. Twenty Government institutions, with 1,139 pupils, are tabulated. They have no pupils from the upper classes, 664 from the middle, and 475 from the lower. It is important to observe that 363 are the sons of cultivators. This shows that the schools are attracting the class for whose benefit they were chiefly intended. It is remarkable also that 148 are the sons of the incumbents on religious endowments. These people formerly used to train their sons to be priests, now they cause some of them to be teachers. There are 334 from professions, the greater portion being from the lower section of the class, other occupations are represented, but only by small numbers of students.

**SCHOOLS.**—The following table shows the class of boys attending school in the several educational circles and in the colleges of Lower Bengal:—

Number of Schools.	Average of Pupils on the Rolls of each School.	EDUCATIONAL DIVISION.	UPPER CLASSES OF SOCIETY.		MIDDLE CLASSES OF SOCIETY.		LOWER CLASSES OF SOCIETY OR "THE MASSES."		PERCENTAGE NOT KNOWN.		Total of Pupils.	Total of Percentages.
			Number of Pupils.	Percentage.	Number of Pupils.	Percentage.	Number of Pupils.	Percentage.	Number of Pupils.	Percentage.		
1,008	49	Central Division	476	0-96	20,655	53-78	20,964	42-30	1,468	2-96	49,563	100
691	33	North-Central "	56	0-19	12,387	42-42	16,537	56-65	226	0-73	28,193	100
683	41	South-East "	84	0-30	18,367	65-93	9,402	33-71	20	0-07	27,893	100
892	37	South-West "	84	0-25	13,823	41-94	19,035	57-73	28	0-08	32,973	100
880	26	North-East "	32	0-18	5,746	25-58	16,464	73-21	326	1-06	22,568	100
951	33	North-West "	163	0-45	11,127	35-06	17,967	58-39	1,873	6-10	31,130	100
5,283	35	Total in 1873	885	0-46	88,128	45-59	100,369	51-92	3,922	2-03	193,320	100
4,864	39	Total in 1871	1,004	0-55	87,723	48-17	91,656	50-31	1,753	0-96	182,136	100
3	.....	Schools special (Vernacular Departments of the Medical College and School of Art)	.....	.....	453	85-47	67	12-64	10	1-89	530	100
27	.....	Colleges—general and special (including Law, Medicine, Engineering, and Madrasah)	50	2-31	2,195	93-04	68	2-55	53	2-10	2,368	100
5,313	.....	Grand Total in 1873	945	0-48	90,776	46-10	100,504	51-39	3,991	2-03	196,216	100
5,095	.....	Grand Total in 1871	1,066	0-58	90,386	48-83	91,786	49-59	1,822	1-00	185,060	100

This table shows that in 5,283 schools there are 193,320 pupils, or 35 in each school. Last year the number of schools tabulated was 4,664, including 11 branch schools, and they contained 182,136 pupils, or 39 in each school. The reason for the reduction in the average from 39 to 35 is that the number of primary schools has increased, and that they are not so large as the secondary schools are, and consequently the average has declined.

The north-east circle, which contains Assam and the districts of Dinagepur, Rungpur, and Bogra, has 22,568 pupils tabulated, of whom 73 per cent. are in the lower ranks of society. This district has 7,194, or one-third, of its pupils sons of cultivators, either working farmers, or farm labourers or gardeners; no other district has so large a percentage of this class of the community. The "masses" contribute between 56 and 59 per cent. of the pupils in the commissionerships of Burdwan, Rajshahye, Patna, and Bhagulpur, and only 33 in the divisions of Dacca and Chittagong. The central circle lies between these two extremes. It would be interesting to know how it happens that the south-eastern district has the greatest percentage of the middle classes and the least of the lower classes. It contains the greatest number of Mussulmans; and the pathsal system has not been introduced. In the absence of statistics of the several classes of schools, it cannot be stated exactly how the peculiarity arises; but the absence of the description of schools which the Mussulmans are willing to attend probably explains the question.

If we examine the table of social position, we see that 575 out of the 945 in the upper classes of society are the sons of large landholders, and that 453 out of 861 (East Bengal excluded) are in schools for higher and middle instruction. The upper classes of society do not altogether abstain from entering primary schools; they send to them 59 out of the 861. In every kind of school the sons of great land-owners greatly predominate over every other section of the upper classes. In higher and middle schools they number 453 to the 88 with titles. Professional men, with incomes of Rs. 40,000 a year and upwards, send only 16 pupils.

The middle classes contribute 90,776 pupils out of the total of 196,216, or 46.10 per cent.

These are distributed as follows:—

	Pupils of the Middle Classes of Society.	Percentage on the total of all Classes.
Government service	12,680	6.4
Realized property	26,385	13.4
Professions	37,914	19.3
Trade	13,797	7.0
Total	90,776	46.1



It is instructive to remark that the class of Government servants of the middle rank, which twenty years ago sent to our schools 35 per cent. of the pupils, now supply only 6 per cent. Two-thirds of the present number are in higher and middle schools. Of those in Government service, 5,120 receive more than Rs. 50 a month and 7,560 less. Among the 26,385 supported from land or realized property, 8,392 are the sons of incumbents of religious tēpures, and 12,118 are from the lower section of landholders.

The "masses" send to those schools which furnished us with returns 100,504 pupils, of whom 9,402 are in Mr. Clarke's division and have not been distributed according to the schools they attend. Of the remaining 91,102, there are 58,687 in vernacular schools, 28,981 in English schools, 2,687 in girls' schools, 679 in normal schools, 46 in colleges, and 22 in schools for special instruction. We see from these totals that 64 per cent. of them attend the purely vernacular schools, though the fact that more than 31 per cent. attend English schools show that English is considered pecuniarily important. The cultivators, working ryots, and gardeners, send 49,926 or about half the pupils; the petty dealers send 19,588 or one-fifth; the artisans come next with 11,544 pupils; then those employed in private services who number 7,235, and those in menial service of Government who number 4,392; common laborers other than cultivators send 3,636 pupils, skilled laborers 2,711, and vagrants 1,545. The disreputable classes are the smallest of all as the regards number of their pupils.

Of the half a lakh of cultivators and gardeners 3,368 belong to Mr. Clarke's division, and are not grouped into schools; the rest, 46,558 in number, are thus distributed:—

Class of Schools.	Number.	Percentage.
General Colleges ... ..	6	.....
Special Colleges ... ..	2	.....
" Ditto and Normal Schools ... ..	455	1.0
" English Schools ... ..	13,107	28.1
" Vernacular Schools ... ..	31,895	68.5
" Girls' Schools ... ..	1,093	2.4
	46,558	100.0

These figures show that English is accounted so pecuniarily valuable, that 28 per cent. of the cultivators desire it for their children. Those who send more pupils to English schools than to vernacular are—

- (a) the menial servants of Government, consisting to a great degree of peons employed at the different courts and public offices;
- (b) the printers; (c) the painters; and (d) the disreputable classes, as prisoners and prostitutes. The last three classes are, however, comparatively small.

Of the 19,588 pupils sent by petty dealers, 1,885 are in Mr. Clarke's circle, and 17,703 in the other circles. The latter number is thus distributed :—

Class of Schools.	Number.	Percentage.
In General Colleges ... ..	3	...
„ Special Colleges ... ..	4	...
„ Ditto and Normal Schools ... ..	45	0.2
„ English Schools ... ..	5,940	33.6
„ Vernacular Schools ... ..	11,304	63.9
„ Girls' Schools ... ..	407	2.3
	17,703	100.0

Comparing these figures with those for the cultivators, we see that units only from either body are found in colleges. The traders find much less attraction than the cultivators do in normal schools, for they send only 45 students, whereas they would have sent 177 had the normal schools been as attractive to them as to the cultivators. I cannot explain the cause of the difference of feeling about the advantages of normal schools, except on the supposition that the cultivators on the whole are not so well off as the petty dealers, and so may find the stipends given to students more useful.

The percentages show that the petty traders have a greater desire for English than the cultivators, as they send to English schools five more boys in every 100. As regards instruction for girls, both these classes send two girls in every 100 of their children at school.

The artizans number 11,544, of whom 1,352 are in Mr. Clarke's circle and 10,192 in the other circles. The latter number is thus distributed :—

Class of Schools.	Number	Percentage.
To General Colleges ... ..	1	...
„ Special Colleges ... ..	3	...
„ Ditto Schools ... ..	35	0.3
„ English Schools ... ..	3,194	31.4
„ Vernacular Schools ... ..	6,565	64.5
„ Girls' Schools ... ..	394	3.8
	10,192	100.0

In desire for English they stand half way between the cultivators and small petty dealers, for 31 in every 100 at school learn that language. They are more favorable to female education than the other

two classes. The order of the larger crafts among the artizans as regards the number of children they send to school is the following :—

Class of Schools.	Pupils in 1872.	Pupils in 1870.
Workers in gold and ornament-makers ... ..	2,719	916
Workers in cotton and wool ... ..	2,390	901
Workers in iron, copper, and brass ... ..	1,823	707
Workers in wood ... ..	1,780	719
Workers in stone and earth ... ..	1,673	1,157

The first fact that strikes the eye is that the artizan class have more than doubled their school-going children in the last two years. This is a hopeful sign, as two years ago they were comparatively backward. The next fact is, that the order in which they send their children is much the same in the two years, except that the workers in stone and earth are “of the earth earthy,” and have not advanced so fast proportionally as the other classes have.

The comparison of the other classes in detail, with the results of former years, would occupy more space than can be allowed in this report. The results show, beyond all controversy, that education has been filtering downward.

• *Primary Education.*—The great measures taken by His Honor the Lieutenant-Governor for the promotion of primary instruction took effect after the 31st March 1872, and will be mentioned in next year's report.

In a recent communication to the Government of Bengal, I gave a minute description of the course of study in indigenous schools, and I need not here repeat it. The old class of gurus were obliged to seek for employment as gomastahs, when the parents of their best paying pupils began to require instruction in English for their children. The demand for English has gone on increasing, and has produced a deterioration in the ability of the indigenous teachers. The good old indigenous teachers have disappeared, and their place has been taken by English masters and by teachers trained in normal schools. There is no regular caste of teachers in Bengal, and hence no bond of social custom to oblige the son of an indigenous teacher to follow his father's profession. A comparison between a modern vernacular school and a good school under the old *regime* is difficult to make, since the old Burdwan gurus who made the school good cannot readily be found. The best unaided guru school of the present day is inferior to the best guru school of twenty years ago.

It only remains to say that the Government orders of the 8th April 1872, concerning the arrangement of the report, have been observed. Unfortunately they did not reach the inspectors till considerable progress had been made in preparing the statistics in the old form. Unavoidable delay, therefore occurred in the submission,

of the inspectors' reports. The new arrangement of statistics, district by district, is a great improvement on the former system, and has brought prominently to notice the educational destitution of certain districts, especially those in Bihār; but it had to be hastily prepared, and small errors crept into the totals. To check the new statistics those in the former arrangement were called for, and then in some cases the two did not agree. To discover and correct the points of difference involved immense labour, which does not appear at all in the results. It is much to be desired that in the next report the arrangement of returns may be notified to the deputy inspectors by the commencement of March.

Changes in the spelling of Indian proper names have been so numerous lately, that it has become a hopeless matter to preserve uniformity. The common but unscientific manner of spelling names of well-known places, such as Dacca, Cuttack, &c., has been observed; but with the names of persons and of small places the spelling adopted by the several inspectors and principals has been allowed to stand. It would be singular to notice the number of ways in which any common name, such as Mookerjee (Mukhopadhaya), is transliterated. Five or six of them appeared in the following pages.

The old form of the educational report was intended not only as a report to Government, but also as a departmental directory; and for this purpose the circulars of the Director of Public Instruction, the lists of scholars and of passed candidates at the University and of schools, Government and aided, were always printed as appendices to it. Government has seen fit to separate the report from the directory, and the latter is at present in abeyance, but its details are useful to the department, though not directly useful to Government.

H. WOODBURY, M.A.,  
*Officiating Director of Public Instruction.*



## APPENDIX A.

# INSPECTORS' REPORTS.

### WESTERN DISTRICTS OF THE LOWER PROVINCES OF BENGAL.

FROM THE REPORT OF MR. R. L. MARTIN, M.A.

THE south-western educational division\* contained during the year the zillas Midnapur, Bankura, and Burdwan (except a very small portion north of the river Adjay), Jahanabad (a sub-division of zilla Hooghly), the province of Orissa, and that portion of the hilly region on the west of Orissa which is under the jurisdiction of the Superintendent of the Tributary Mehals.

At the close of the year I had on my books the names of 893 schools attended by 33,170 children, and, 60 other schools, which had been under my inspection, were closed during the year; on the 31st March 1871 I had on my books the names of 835 schools attended by 33,910 children: there has therefore been a loss of 740 children during the year, though the number of schools has been increased by 58. The increase in schools was due to the opening of fresh village schools under teachers with whom Government was under an engagement as soon as they passed the appointed test and gained certificates. The loss in students was due to the ravages of epidemic fever throughout Jahanabad and Burdwan, in the north-east of zilla Midnapur, and in the south-east of zilla Bankura. When writing of each zilla separately, I shall allude more at length to the effects of the fever on our schools. I shall only briefly say here that in the circle of one of my

\* The reports of the Inspectors of Schools were written before the publication of the circular of the Government of Bengal, No. 24, dated 16th July 1872, notifying the order in which statistical and other information concerning the several districts of Bengal should be published. In obedience to these instructions it has been found necessary to alter the arrangement of districts followed by the Inspector, and when a district or commissionership happens to be divided between two or more Inspectors, it has been necessary to split up the reports and to print in the account of any district the remarks of the different Inspectors. Hence in Mr. Martin's report the description of the districts of Orissa has been separated from that of the western districts, and printed by itself, and in the account of other districts, additions are made from the reports of other Inspectors; for example, a passage from Babu Bhudev Maiterjee is introduced concerning the schools in Burdwan, north of the Adjay; Birbhoom is described entirely by him; the schools in Hooghly zilla being chiefly under Mr. Woodrow, are described by him, but the schools in the Jahanabad sub-division of zilla Hooghly are reported on by Mr. Martin.

The Inspectors have, in their general remarks, spoken of their circles as a whole, and it was impossible, without returning the reports to be entirely recast, to classify these remarks according to commissionerships. It has therefore been thought better to enter the statistics of the several commissionerships in the Director's report.

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Deputy Inspectors, which consists of that part of Burdwan to the south of the Damoodah, the average number on the rolls of each school was reduced from 38 to 28. In Orissa the number of schools and students increased respectively by 20 and 487. Since the total number attending my schools has fallen off by 740 scholars, it is satisfactory to be able to write that the Government expenditure upon instruction has during 1871-72 fallen short of that in the preceding year by more than Rs. 11,000, whilst the loss in local contributions has been but little more than Rs. 3,000. On schools of all kinds open on 31st March 1872 the State expenditure for the year was Rs. 1,43,290, whilst towards their support from other sources Rs. 1,67,574 were contributed. The average number on the rolls (taken month by month) was 33,609; the cost of each boy's instruction therefore was Rs. 9-4 during the year, of which amount Government contributed Rs. 4-4, or about two pence a week for each boy. It must be remembered that a large portion of the Government contribution (more than one-fifth in fact) was expended in training teachers for vernacular schools, and in assisting in the education of under-graduate students. The cost of ordinary education was therefore much smaller, and in our village schools 16,107 boys were instructed at a cost to the State of Rs. 27,995, or only Rs. 1-11-9 for each boy. This sum represents about four-fifths of a penny per boy per week.

This table shows the number of schools of different kinds under my inspection at the close of the year, the attendance therein, and the amount expended on them from the different sources of income.

	Number of institutions, 31st March 1872.	Number of students on the 31st March 1872.	Amount expended by Government.	Amount expended from fees and other sources of income.	Total expenditure.
<b>GOVERNMENT INSTITUTIONS.</b>					
Normal schools for masters ... ..	3	234	Rs. 23,969	Rs. ....	Rs. 23,969
Schools for boys—					
College classes at Cuttack ... ..	1	19	5,118	840	5,958
Higher class, English ... ..	5	867	13,987	16,547	30,534
Middle class, Vernacular ... ..	40	2,404	11,673	5,839	17,512
Lower class, Vernacular ... ..	3	84	88	32	120
Law School ... ..	1	8	479	505	984
<b>PRIVATE INSTITUTIONS UNDER INSPECTION.</b>					
<i>Receiving Allowances under the Grant-in-Aid Rules.</i>					
Normal schools for masters, Vernacular ... ..	2	117	1,830	1,830	3,660
Carried over ... ..	64	3,783	57,144	25,593	82,737

# APPENDIX A.

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## Western Districts.

	Number of institutions, 31st March 1872.	Number of students on the day.	Amount expended by Government.	Amount expended from fees and other sources of income.	Total expenditure.
			Rs.	Rs.	Rs.
Schools for boys— Brought forward, ...	44	3,783	57,144	25,593	82,737
<i>Under Missionary Bodies.</i>					
Higher class, English ...	2	161	1,491	3,586	5,077
Middle class ... { Vernacular ...	2	94	553	712	1,264
Lower class ... { Vernacular ...	1	94	168	192	360
Lower class ... { English ...	1	170	600	816	1,416
Lower class ... { Vernacular ...	43	932	1,423	1,428	2,856
<i>Under Native Managers.</i>					
Higher class, English ...	12	866	6,901	15,715	22,616
Middle class ... { English ...	79	3,718	24,591	44,424	69,017
Lower class ... { Vernacular ...	92	3,918	14,169	18,009	33,078
Lower class ... Vernacular ...	5	146	408	479	887
Schools for girls—					
For English and other foreign races ...	3	96	1,860	2,170	4,030
<i>Under Missionary Bodies.</i>					
English ...	1	20	312	1,200	1,512
Vernacular ...	9	880	3,546	3,901	7,447
<i>Under Native Managers.</i>					
Vernacular ...	11	332	1,493	1,533	3,026
Zenana associations ...	2	186	588	1,258	1,843
<i>Receiving Allowances under Other Rules.</i>					
Schools for boys—					
<i>Under Missionary Bodies.</i>					
Lower class, Vernacular ...	10	241	816	411	1,227
<i>Under Native Managers.</i>					
Lower class, Vernacular ...	475	14,131	25,568	14,435	40,003
Night-schools, Vernacular ...	45	1,180	1,012	41	1,633
<i>Schools receiving no Allowances, but under Inspection.</i>					
Schools for boy—					
<i>Under Missionary Bodies.</i>					
Higher class ... English ...	1	148	.....	2,809	2,809
Middle class ... { English ...	1	96	.....	2,645	2,645
Lower class ... { Vernacular ...	2	73	.....	456	456
Lower class ... Vernacular ...	1	14	.....	81	81
<i>Under Native Managers.</i>					
Higher class, English ...	6	1,010	.....	20,447	20,447
Middle class ... { English ...	4	190	.....	1,351	1,351
Lower class ... { Vernacular ...	6	223	.....	1,745	1,769
Lower class ... Vernacular ...	3	87	.....	108	108
Schools for girls—					
<i>Under Native Managers.</i>					
Vernacular ...	3	57	.....	436	436
Total ...	868	33,170	1,43,291	1,66,940	3,10,231



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*Reports of Inspectors of Schools.*

**SOCIAL POSITION OF THE STUDENTS.**—The detailed table shows how many children in each class of school belong to the several different grades of society. I therefore only briefly state here that in my whole division there are, among 33,170 boys, 86 belonging to the upper, 13,270 to the middle, and 17,938 to the lower grades of society; that of those who learn English, 1·03, 69·2, and 29·6 per cent., belong respectively to each of these divisions, whilst of those who learn the vernacular only the percentages are, 0·4, 34·09, and 65·8.

**INSPECTION.**—The Lieutenant-Governor has asked us particularly to state how each officer conducts his inspections. I therefore here prominently record that in Bengal Deputy Inspectors are bound to visit every school under their charge once a quarter, and every improved pathshala once a month, and that as a rule in my circle they visit in each quarter more than nine schools out of ten. (They must explain if they fail to visit all.) The Deputy Inspector reports to the Inspector the length of time he has spent in examining each school; what its general condition was; how many names were on the roll; how many were in attendance; how many could read, spell, and explain fairly the meaning of words and easy sentences; how many could *not* do so; how the school accounts were kept, and up to what date the teachers were paid. It will be observed that there is but one line drawn by which boys are rated, but as a fact every Deputy Inspector examines every class in two or three subjects at each visit; and I know by personal experience that Deputy Inspectors know thoroughly all the boys in all the senior classes of the schools in their circles. A Deputy Inspector will at once tell me how many promising and how many stupid boys there are in each of the two first classes of any school I visit, and he will at once recognise a new face and ask where the boy has come from. In every class he will be able, before examination, to point out to me the boys who are unusually sharp, and generally, too, he will be able to tell me about his parentage. All this shows how thoroughly acquainted with everything about a school a Deputy Inspector is, and how exceedingly just his report is likely to be. Year by year the higher and middle class schools that have been a couple of sessions in existence send up candidates to a scholarship examination, when every boy has to answer to the same questions as do his fellows in similar schools; a very good *high* test therefore exists for every school except the village schools. For those schools I would like to see a test established, with small stipends made available for those who passed best. I made a proposal on this subject last year, whereby the cost of each elementary school would be increased by Rs. 6 a year. This would involve an increased Government expenditure of 10 per cent. under the head of elementary village schools, but I believe the number of scholars would increase by more than 10 per cent., whilst the schools themselves would be in a much more satisfactory condition. It will be seen, then, that an Inspector gains a very accurate knowledge of the condition of every school in his division from an inspection of his Deputy Inspector's diary and of the scholarship result. I have always considered it my duty when visiting a school to find out for myself whether my Deputy

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has given a correct estimate of the condition of the school, and at the same time to form as accurate a judgment as I can of the qualifications of the teachers, for it is upon their capacity or incapacity that the condition of a school depends. On entering a grant-in-aid school the first thing I do is to call for the letter sanctioning the grant. As a grant is always made subject to the fulfilment of certain conditions, I proceed to see if these conditions are strictly attended to. It is only after I have satisfied myself that they are, or have pointed out irregularities and insisted upon their reform, that I proceed to look into the attainments of the pupils. I have already, by conversing with the teachers about the rules, formed a general idea of their intelligence, their accuracy, neatness in keeping accounts, &c., and I now think it my business to form an opinion of their qualifications as a teacher. I therefore set the master to examine his class or to teach them a lesson (old or new), and I see how he acquits himself; whilst I at the same time form an opinion of the capacities and manners of the students, and of the way in which they have been taught. I myself interlard questions more or less frequently as seems to be necessary, and thus I go from class to class. I frequently make a point of putting at least one question to every boy in the school—more with the view of pleasing them and showing the junior teachers what they ought to teach, than with the view of testing the boy's knowledge. In English schools I make a rule, in the class above the very last, of putting *very easy* vernacular sentences to the boys and making them try and say the same in English. I do this because I do not find that boys who want to learn English begin sufficiently soon to translate into that language, and hence they fail in after life to obtain the power of expressing themselves correctly and fluently in English. Were I in addition to have to decide how many boys in each school I visited were up to each of a different number of tests, it would be impossible for me to be really acquainted with the *general state* of every school, and an Inspector ought to be able at once to call to mind (without being assisted) a good deal about the condition of every Government and grant-in-aid school in his division. I have under me 327 such schools.

WORKING OF THE GRANT-IN-AID SYSTEM.—At the commencement of the year under report we were prohibited from recommending new grants; later on we were allowed to recommend a redistribution of existing grants within our circles. By this means, by saving a few rupees here and a few there, I hoped to have been able to recommend aid to the most promising of the many schools which had applied for grants. I had effected some saving, but before I could obtain more than three new grants, the order prohibiting all grants to new schools pending a new set of rules for grants was issued. I hope the issue of these new rules will not be long delayed; but it is my duty to say that I consider the present rules almost faultless, and that I do not see how any other rules can be equally useful and appropriate to the circumstances of the country. I cannot see how payment by results can be fairly made in this country without having to give Government money largely to those who can do without it, and being prevented from giving to those in outlying districts where money is really wanted,

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because the dwellers therein can or will do little for themselves. As we were not able to extend our aided schools this year, our efforts were again directed to placing those which we had on a satisfactory footing, and I have had but few complaints during the year of tardy payment on the part of the managers. In one case, that of the ——— school in zilla Midnapur, I detected the managers in fraud. I am sorry to say that owing to their having bought over the pandit I was unable to get a criminal conviction, but the grant was withdrawn. In other cases too where payment was unsatisfactory the grant was taken away, and now as a rule every thing is conducted with regularity in the great majority of the schools in my division. It is strange that the greater number of irregularities are in either one or other of two tracts of country,—one in north Midnapur and South Bankura near Garbeta, the other in that part of Burdwan which lies near the river Hooghly.

PRIMARY SCHOOLS.—I have already said that on my books there are 539 schools attended by 15,882 pupils; the following table shows the number of uninspected schools and scholars reported by the police to exist in each of the districts of my division.

	Schools.	Scholars.	Average No. of scholars to each school.
In Midnapur ... ..	1,729	19,174	11
„ Bankura ... ..	427	10,754	25
„ Burdwan ... ..	600	10,000	16½
„ Jahanabad ... ..	357	7,742	21½
„ Balasore ... ..	1,010	9,947	9½
„ Cuttack ... ..	1,931	14,751	7½
„ Puri ... ..	286	1,636	6
	6,340	74,104	11½

\* The number given is 493, attended by 8,139 boys, but returns were not received from thannas Burdwan and Bood-Bood. I estimate the numbers there at 112 and 1,811.

It seems to me very clear that the smaller pathshalas have been overlooked by the police in Bankura, Jahanabad, and Burdwan. As a consequence, the average number in each school seems larger than it really is, while the total number under instruction appears much smaller. Probably there are 100,000 boys in my division going to elementary schools whose names do not appear on my books. It has been seen that about one-third of this number also read in schools connected with the Educational Department. It is worth while once again to state here some thing about the nature of these indigenous schools and the nature of the teaching therein. The boys generally pay about one or two annas a month, and besides this every boy once a month gives his teacher what is called a “sida;” this means rice, vegetables, cooking fuel, &c., sufficient for one day. Whenever a boy changes his writing materials, he gives his teacher a piece of cloth or a coin, never larger than a rupee. Every boy first commences to write his letters *with chalk on the floor*;

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he learns the letters in their order, and, also their shape, during this time. Secondly, he writes with *ink on a palm leaf*; the same leaves do day after day for a long time, the writing being washed off daily. Whilst in this stage, boys learn by heart the multiplication table up to 20 times 20, including multiplication by  $1\frac{1}{2}$ ,  $1\frac{1}{3}$ ,  $1\frac{2}{3}$ , and  $2\frac{1}{2}$ . In the third stage the boy writes with *ink on plantain leaves*; on one side (the upper) of the plantain leaf they cannot write, but on the under side there is very minute dust, or rather fine powder, which holds the ink, and boys acquire a good running hand. At the same time they learn to work sums as prescribed by Subankar, who gives a great number of rules and formulæ which must be committed to memory, and also begins to learn to read some Bengali and Sanskrit verses, which are understood by neither teacher nor pupil. In the last stage boys write *on paper*, and are practised for a great portion of each day in writing letters and deeds, and at the same they learn something of zemindari accounts and of a rude kind of mensuration. This comprises the whole of a lad's education, and it takes him frequently 8 or 10, and even 12 years, to learn so much. At the end of his course he has a good practical knowledge of reading, writing, and arithmetic; but if he is put out of his groove in the least he can do nothing. He can tell one immediately the result of multiplying 257 by  $1\frac{1}{2}$ , but he could not attempt to multiply 3 by  $1\frac{1}{2}$ . He depends for his arithmetic entirely upon memory, and by constant practice he becomes a useful penman. It is impossible for an educational officer to approve of a system which takes so many years to teach so few subjects—all very imperfectly, with the single exception of writing. Our trained village teachers are admirably qualified to introduce an improved system, and they are to some extent very successful; but to their own foolish mistakes must be attributed want of complete success. They refuse to take any part of their pay *in kind* (the "sida" already referred to); they are not therefore popular with the residents in many villages. To render their school popular they try to press their pupils on too far, and are obliged to neglect the less advanced boys, who consequently begin to leave; then, as a matter of course, their income falls off and they become restless and anxious to try how they will succeed in another village. It requires great energy on the part of inspecting officers to keep down the standard of studies in these schools. I have strictly prohibited the village teachers in my division introducing any thing beyond elementary books till they have taught their boys every thing that is taught in the indigenous pathsalas, except when three-fourths of the villagers state in writing that they wish their boys taught as in middle class vernacular schools. I do not think any thing will regulate the course of studies in these schools until scholarships are established for proficiency in (1) mental arithmetic, zemindari and mahajani accounts, fractions, and rule-of-three and practice; (2) handwriting, writing letters and documents; (3) mensuration; and (4) reading and explaining an easy text-book; (5) the geography of Bengal. Our 16,000 village school boys cost us last year Rs. 28,000, and if Rs. 2,800 in addition be spent upon scholarships, the schools will become much more useful and popular, and will probably be attended by 20,000 children.

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**Night Schools.**—There are no schools which are so thoroughly attended by the lower orders as are these schools. It requires care to see that boys do not attend them who might or do attend neighbouring day schools; but if this care be taken, the schools are most useful. There are 45 such schools in my division; I should like to have ten times this number. They are economical, as we only pay one rupee for every six students in attendance.

**Female Education.**—But slow way is made; but there are a few most useful girls' schools in my division. Those under the Missionaries at Cuttack, Pipli, and Jelsevar, are far away the best; but there are also some very good schools under native managers. I would especially instance the schools at Cutwa in Burdwan, and at Kuchiakol in Bankura.

**Muhammadans.**—I do not see how we are to attract Muhammadans to our schools otherwise than by opening at each of the training schools a class under a teacher of their own creed solely for those who wished to open improved muktabs after being trained on the same terms as improved pathsalas are now opened throughout the country. We have evidently, as it is, failed to attract Mussulmans, and I fear throughout the country at large the percentage of Mussulmans who can read is very very much smaller than the percentage of Hindus.

**Sonthals.**—Amongst this wild tribe some progress has been made by means of the schools under the American Baptist Missionaries. These will be alluded to more particularly when I come to treat of the Midnapur and Balasore zillats in detail.

*University Examinations.*

The result of the University Entrance Examination, as far as the schools in my division is concerned, is given in this table:—

	Number of candidates.	PASSED IN THE			FAILED IN			
		First Division.	Second Division.	Third Division.	English.	Second language.	History and geo- graphy.	Mathematics.
<i>Government Schools.</i>								
Bankura zilla school ... ..	21	...	3	3	4	...	7	8
Midnapur " " ... ..	7	...	5	...	...	...	2	1
Cuttack " " ... ..	8	...	5	2	...	...	...	1
Puri " " ... ..	3	...	...	1	...	...	...	1
Balasore " " ... ..	2	...	...	1	1	...	...	...
<i>Aided Mission Schools.</i>								
Burdwan ... ..	4	...	...	1	1	1	1	3
Kalna ... ..	5	...	...	...	5	2	4	4
Carried over ...	50	...	13	14	11	3	16	18

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	Number of candidates.	PASSED IN THE			FAILED IN			
		First Division.	Second Division.	Third Division.	English.	Second language.	History and geography.	Mathematics.
Brought forward ...	50	...	13	14	11	3	16	18
<i>Aided Schools under Native Managers.</i>								
Badla ... ..	4	...	3	...	1	1	1	1
Bolgona ... ..	2	...	...	...	2	...	2	2
Katoya ... ..	6	...	...	...	...	1	1	4
Muradpur ... ..	5	...	...	2	2	...	3	3
Okersa ... ..	4	...	...	1	...	2	3	2
Ajudhy ... ..	2	...	...	...	2	...	1	1
Kuchiakol Rajgram ... ..	11	...	...	2	5	3	9	5
Tamluk ... ..	3	...	...	...	1	...	2	2
Jirat ... ..	2	...	...	...	1	1	1	2
<i>Unaided Schools.</i>								
Burdwan Maharajah's ... ..	9	1	1	1	2	1	6	1
Kalna Maharajah's ... ..	7	...	2	...	5	2	4	3
Midnapur Local Mission ... ..	7	...	...	1	...	1	4	4
Birsinha ... ..	2	...	1	...	...	...	1	...
Khanakul Krishnagar ... ..	3	...	1	...	2	...	2	2
Total ...	117	1	21	21	41	15	56	50

Amongst the zilla schools of Bengal at the last examination the Bankura, Cuttack, and Midnapur schools respectively, stood 5th, 6th, and 8th; last year the order was Midnapur, Cuttack, Bankura. Taking the two years together, the three schools were as nearly as possible on an equality. The four best zilla schools in Bengal at the last examination were Uttarpur, Mymensing, Howrah, and Bhagulpur; Birbhoom came between Cuttack and Midnapur.

A glance at the table shows us that the failures in the second language were very few. This proves the excellence of our pandits. From the zilla schools nearly every boy took up Sanskrit, but though 41 were examined not one failed. The superior way in which English is taught in our Government schools is also evident; 36 out of the 40 who were examined in that language passed: whilst in the aided and unaided schools 36 candidates out of 76 (or nearly half) failed in that branch. The greatest number of failures has been in geography and history, a subject in which no boy should fail. From nine schools the majority of those who competed failed in this branch. I have addressed a circular on the subject to the head-masters of all higher schools in my division. By the result of the Entrance Examination our higher English schools are tested.

FIRST ARTS EXAMINATION.—The only college classes in my division are at Cuttack. Eight lads appeared at the University First Arts Examination and 6 passed in the second division, the other 2 passed in both

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languages (English and Sanskrit) and in history, but both failed in mathematics, and one also in philosophy. The result was most creditable to the teachers.

**MINOR SCHOLARSHIP EXAMINATION.**—The following table shows how many boys from each zilla passed this test in each division, as also the number of scholarships gained by students from each district. The scholarships were awarded on the result of an open competition, and by this examination our idea by the middle English schools is gained.

MINOR SCHOLARSHIP EXAMINATION.	Number of candidates.	PASSED IN THE			Scholarships gained.
		First Division.	Second Division.	Third Division.	
<i>Burdwan Division.</i>					
Burdwan ... ..	142	2	14	25	6
Bankura ... ..	89	.....	1	5	1
Midnapur ... ..	45	1	7	4	7
Jahanabad ... ..	47	1	3	3	3
<i>Orissa Division.</i>					
Cuttack ... ..	17	.....	.....	4	1
Puri ... ..	1	.....	1	.....	1
Balasore ... ..	2	.....	1	1	1
Total ...	293	4	27	42	20

**VERNACULAR SCHOLARSHIP EXAMINATION.**—The following table shows the result of the vernacular scholarship examination, by which the success or failure of our middle vernacular schools is tested. In this case a certain number of scholarships are awarded to each district, and must be awarded to candidates therefrom provided a sufficient number pass in the first or second division. It therefore happens that in some districts the scholarships are gained on much lower marks than in others. Thus a boy in Burdwan with 212 marks out of a passable 550 gained a four-year scholarship, but in Bankura no boy gained a four-year scholarship who gained less than 252 marks.

VERNACULAR SCHOLARSHIP EXAMINATION.		Number of candidates.	PASSED IN THE			Four-year scholarships gained.	One-year scholarships gained.
			First Division.	Second Division.	Third Division.		
<i>Burdwan Division.</i>							
Burdwan	...	221	4	15	86	9	9
Bankura	...	133	2	20	61	5	5
Midnapur	...	179	5	23	74	9	9
Jahanabad	...	77	4	14	23	4	4
<i>Orissa Division.</i>							
Cuttack	...	48	3	9	20	4	6
Puri	...	23	5	13	8	5	3
Balasore	...	35	1	12	14	6	6
Total		715	24	106	286	43	42

*Western Districts.*

**TRAINING SCHOOL EXAMINATION.**—All the schools for training village teachers in the south-west and north-central divisions are examined together. The following is the result of the last examination of the five training schools named below.

		PASSED IN THE	
		First Division.	Second Division.
<i>In South-West Division.</i>			
Burdwan ... ..		6	40
Midnapur ... ..		4	48
<i>In North-Central Division.</i>			
Berhampur ... ..		4	10
Jessore ... ..			30
Rajshahi ... ..			20
Total ... ..		14	172

**CUTTACK NORMAL SCHOOL EXAMINATION.**—This school is not examined in competition with any other school, but its students are carefully examined annually. At the last examination, of the 16 students in the highest class of the department for training pandits, all passed,—2 in the first, 9 in the second, and 5 in the third division. Of the 50 candidates examined in the department for training teachers of primary schools, 21 passed in the first, and 20 in the second division.

**CHANGES IN CURRICULUM, &c.**—During the year the chief changes have been in the stoppage to a great extent of the study of Sanskrit in our schools and the introduction of mensuration and surveying into the minor scholarship standard. Our attention has also been directed to the manner in which geography and arithmetic have been taught.

The introduction of surveying into the minor scholarship course will eventually turn out, without doubt, to be of great use, but much cannot be expected of those who are to be examined at the end of this year, as the schools are not supplied with apparatus of any kind for the purpose of teaching it.

I am taking measures to have geography taught on a better system. The fact that school boys are not better acquainted with the subject is due to the defects of the present text-books. As a consequence the boys have first learnt the geography of the whole world roughly, then the geography of the continents, beginning with Asia more particularly, then in greater detail still the geography of India, and finally the exact geography of Bengal and Orissa. The process ought to be reversed. After getting a very rough knowledge of the geography of the world, boys should begin with Bengal and then go on to India, &c. Now, it is only the most advanced boys in the school who know anything of districts in Bengal.



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Respecting arithmetic I cannot but think our European method infinitely superior to the native method, in which every operation depends upon the recollection of a vast number of formulæ. Boys in pathshalas are quick and sharp in replying to questions put to them, because they spend almost their whole time for many years in committing these rules to memory and in putting them into practice; but they cannot move off a beaten track. As regards the fact that the book used in many English schools is Bernard Smith's, which deals with English, not Indian, weights, coins, &c., I would remark that in middle English schools boys work this arithmetic side by side with a vernacular arithmetic on the same plan, but with Indian weights and measures. These boys are, for minor scholarships, examined in arithmetic in papers set in the Bengali character. At the last examination in this division 21 questions were set; of these 8 were on abstract figures, 4 on zemindari and mahajani accounts, 5 on Bengali weights and measures, 2 on miles and feet, 1 on hours, and 1 on English coins. This seems to me a very fair division. The papers I refer to, were set in July last, before there was any discussion about the matter.

As part of my division is composed of zillas in Bengal Proper under the Commissioner of Burdwan, and in addition is extended over the whole commissionership of Orissa, I proceed to make some general remarks about the extent and cost of education in the Bengal zillas. I shall then take up each of those zillas in detail, as ordered by His Honor the Lieutenant-Governor. After I have done with Bengal, I shall make general remarks about the cost, &c., of education in Orissa as a whole, and then conclude by treating in detail of the educational condition of each zilla therein.

#### SUMMARY OF SCHOOLS IN ZILLAS UNDER THE COMMISSIONER OF BURDWAN.

In that portion of my division which is, under the jurisdiction of the Commissioner of Burdwan, there are altogether 744 schools. At the close of the year these schools were attended by 26,893 scholars. The average number on the rolls of the schools during the year was 27,452, and the total expenditure upon their education—Rs. 2,31,679; the cost of each boy's education was Rs. 8-7. The State expenditure was Rs. 96,413, and therefore the portion of the cost borne by the State was Rs. 3-8, whilst every boy paid on an average Rs. 2-4, the balance being paid in the shape of subscriptions by those who were interested in the boys or their friends. Of those who attended the schools at the close of the year, 74 belonged to the upper, 11,430 belonged to the middle, and 15,389 to the lower grades of society. Of the 74 who belonged to the upper ranks, 64 learnt English, whilst 10 learnt the vernacular only. Of those who belonged to the middle classes, 295 were native girls, 28 were European girls, 4,212 boys learnt English, and 6,826 boys learnt the vernacular only, whilst 69 were normal school pupils. Of those belonging to the lower classes, 201 were native girls, 1,641 boys learnt English, 13,412 boys

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learnt the vernacular only, and 135 were under training in normal schools. It will be seen that the total number of native girls in schools appropriated to them was 496 (but 498 girls also read in primary schools, which were for the most part attended by boys only), that 5,917 boys learn English, whilst 19,750 are taught the vernacular only, and that 204 students are being trained as teachers, for the most part for primary schools. If to these figures we add the 28 European girls, we have 26,893, the total number in all the schools under my inspection in the Burdwan division. There is in addition a reported attendance of 47,670 boys in 3,113 indigenous elementary schools.

It will be interesting to see what is the total cost and the cost to Government of education in higher English schools, middle English schools, middle vernacular schools, primary schools, girls' schools, and training schools. The following tabular statement gives the information:—

	Number of institutions.	Average number on the rolls monthly.	Total amount contributed.	Amount contributed by Government.	Total cost of each scholar's education.	Cost to Government of same.
			Rs.	Rs.	Rs. A.	Rs. A.
Higher English schools ...	23	2,683	66,051	13,137	24 10	4 14
Middle „ „ ...	73	3,540	60,019	21,497	16 14	6 0
„ Vernacular „ ...	99	4,878	39,473	17,906	8 1	3 11
Lower „ „ ...	526	15,603	43,309	26,587	2 12	1 11
Girls' schools, European ...	2	35	2,242	900	64 0	25 11
„ „ Native ...	18	503	5,634	2,356	11 0	4 10
Normal „ ...	3	210	15,140	13,940	72 0	66 6
Total ...	744	27,452	2,31,768	96,413	8 7	3 8

Of these 26,893 scholars in the Burdwan division, 25,290 were Hindus, 785 were Muhammadans, about the same number were Sonthals, whilst the others were Christians.

MY ASSISTANTS.—When writing of the Burdwan and Orissa divisions *separately*, I have referred to the schools and schoolmasters employed (they are nearly all Hindus), and to the race, creed, and social status of the scholars. I have neglected, I am sorry to say, to collect accurate information as to the social status of our schoolmasters; but for the most part they are either Brahmins or Kayasthas. I ought, however, to allude to the best of those in Government schools by name. I have

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a high opinion of all the senior teachers in my schools, but I think Babus. Chandi Charan Chattopadhyay, Gangadhar Acharya, Kunja Behari Chakravarti, Doarka Nath Chakravarti, Trailokhya Nath Chattopadhyay, and Syama Charan Das, deserving of special mention. Chandi Babu has brought the Cuttack High School into a most efficient condition; and of Gangadhar Babu the committee at Midnapur has written—"He is a good manager and an excellent English scholar. He keeps his school in excellent order, and his subordinates well under control. He is strict with the boys, and therefore with a certain class of people unpopular, but he is just and impartial." I myself consider the Babu the model of a schoolmaster. But little behind him ranks in my opinion Kunja Babu, who has done so much for the Bankura school. Of each of my Deputy Inspectors I entertain a high opinion, but above all I would place Babus Parananda Mukhopadhyay and Raj Krishna Roy Choudhuri.

**LARGE BENEFACTORS.**—Those who have given most largely to schools have been the Maharajah of Burdwan, the Maharajah of Dhenkanal, the Maharajah of Ballarampur, Pandit Isvar Chandra Bidyasagar, Babu Prasanna Kumar Sarvadhikari, Babu Jay Krishna Mukhopadhyay, Babu Radha Ballav Singha Dev, the Maisadal Rajah, Babu Navin Chandra Nag, and the Maharani Sarnamahi, but many others have been of great assistance. The eight gentlemen first named have chiefly distinguished themselves by endowing individual schools. Babu Navin Chandra Nag has contributed most handsomely for a high school at Midnapur, and the Maharani Sarnamahi has made contributions of the amount mentioned against the name of the following schools. This has generally been to assist in building, in finishing, or in repairing the school-houses. The Maharani has no school in my division.

	Rs.
Khandari	20
Devagram	20
Bahyator	10
Badanganja	20
Jonerdanpur	20
Gotan	20
Ballya Govindapur	20
Panchral	20
Bagar	30
Karni	20
Bairagitalla	50
Bidyadharpur	20
Ambi	20
Haludbari	20
Rangua	20
Sankoa	20
Satgaohya	20
Tandul	20
Hamirhati	20

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**ZILLA BURDWAN.**—The information which His Honor the Lieutenant-Governor has expressed his desire to receive regarding each class of schools in Burdwan is to be derived from an examination of this table.

SCHOOLS.	Number of schools.	Number of masters.	Amount of fees realized.	Amount of Government grant.	Amount of subscriptions, &c.	Total outlay on the schools.	Number of scholars at the close of the year.	Average daily attendance.
			Rs.	Rs.	Rs.	Rs.		
Higher schools, aided ...	8	47	5,391	4,938	6,112	16,853	576	421
"    unaided ...	3	30	542	.....	13,809	14,333	704	393
Middle schools, English aided ...	34	111	7,572	10,198	10,861	28,836	1,401	1,204
"    "    Vernacular, Government ...	2	6	141	.....	183	319	67	56
"    "    "    aided ...	5	12	616	2,018	72	2,706	281	206
"    "    "    unaided ...	23	52	2,075	3,560	2,380	8,043	933	714
Primary schools, aided ...	232	308	6,151	12,223	1,148	19,507	6,975	4,803
"    "    unaided ...	3	2	25	.....	72	97	73	48
Normal schools ...	1	3	.....	6,569	.....	6,569	68	50
Girls' schools aided for Europeans, &c ...	2	3	929	900	413	2,083	28	30
"    "    aided for natives ...	6	9	15	822	879	1,090	150	104
"    "    unaided for " ...	2	2	.....	.....	261	261	39	24
Total ...	323	499	23,557	41,228	36,547	1,01,713	11,426	8,109
Uninspected pathsalas estimated at ...	600*	600	15,000	.....	.....	15,000	10,000	7,000
Grand Total ...	923	1,099	38,557	41,228	36,547	1,16,713	21,426	15,109

\* It seems to me that the police have not given the name of every pathsala, since there are more than 1,700 such schools in Midnapur.

R. L. M.

Malarious epidemic fever was raging for the latter half of the year in the district, and it was found necessary to close 26 schools. Those to which grants-in-aid had previously been made (in number seven) have been *permanently* closed for the present, whilst the aided pathsalas closed in some villages have been opened in others, and twenty-eight additional improved primary schools have been opened. The number of schools in the district had therefore increased on the last day of the year by 21 schools, but the number of pupils attending 323 schools has been only 11,426 students at the end, against 12,542 scholars attending 302 schools at the beginning of the year. Each school at the beginning of the year was therefore attended on an average by 41.5 pupils, whilst at the end the average number in each school was only 35.3. This is a serious loss, and unfortunately the schools have suffered in efficiency also. Where teachers and pupils alike have been suffering for a good portion of the year, as a necessary consequence the average daily attendance has fallen below the usual standard. The progress made has been very unsatisfactory, and the discipline also has been lax. My Deputy Inspectors, too, have themselves suffered considerably; two of them have been able to do but little work during the latter months of the year. But I have thought it better to keep on men who understand the true circumstances of the schools to putting

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them under new men, who might go in wholesale for recommending their abolition, under a mistaken impression as to their power of reviving. From the close of the year, however; it has become absolutely necessary for one of the deputies to take leave for six months on medical certificate. In the circle of each one of my deputies there has been a loss in the average number of pupils attending each school; but, as might have been expected, the loss of pupils per school has been much greater in those which lie in the south and east of the district than in those in the north and west; but in the latter also some individual schools have suffered severely. I find that in the Katoya and west central circles every school has lost four pupils; in the north-western the loss has been 3 only; whilst in the east central circle every school has lost 7 pupils. In the Kalna circle the loss has been more than 8, and in the south of the district nearly 10 boys for each school. Respecting the southern part of the Burdwan district, I have got my deputy to collect very accurate statistics, as there the fever has been raging for several years in succession. In the first instance I shall refer to the actual effect the epidemic has had on the schools in this part of the Burdwan district during the last three years, and then I shall give the result of the inquiries made by my deputy during the year 1871-72. On 31st March 1870 there were 51 schools in the south Burdwan circle, and the same number on 31st March 1872, whilst on the same day of the intervening year there were 49 schools; so that as far as numbers are concerned we may consider that no variation has taken place. During 1869-70 there were on an average on the last day of each month 2,398 on the rolls (though in that year too the schools suffered from the effects of the fever); on the 31st March 1870 they were attended by 2,253. During the year 1870-71 the monthly average number on the rolls was 1,989, the number at the end of the year being 1,862 only. During the year 1871-72 the average number on the rolls was 1,623, whilst at the end of the year there were only 1,457 students. The daily average attendances during the three years were respectively 1,676, 1,497, and 1,165. These schools have been during the whole of the period under a most intelligent, hard-working, and active Deputy Inspector; they have not therefore lost numbers owing to any other reason than the existence of the epidemic. A loss of from 2,398 (during the year 1869-70) to 1,475 in March 1872, is certainly startling.

Let us note the effects of the fever on the 51 schools in the circle. Below I give in a tabular form the effect on each school individually. I have said the average number on the rolls of the 51 schools during the year was 1,623, but before the first outbreak there were 1,855 pupils in 42\* of those schools. Before the outbreak in September last there were 1,611 children in these schools; when the epidemic was at its height only 445 boys were in attendance. 1,209 pupils fell ill in 38 of these schools during the year; 145 actually died, whilst 618 were still suffering from attacks of fever on 31st March 1872.

\* Accurate statistics have been collected about most of these 42 schools, which have remained in the same villages throughout.

*Burdwan Division.—Burdwan District.**Table showing the Ravages made by the Epidemic Fever in the Schools in South Burdwan.*

Number.	NAMES OF SCHOOLS.	Number of pupils before the outbreak of the epidemic at the place.	Number of pupils before the renewed appearance of the fever during the last year.	Attendance at the school when the epidemic raged severely in the last year.	Number of pupils fell ill during the year just closed.	Number of pupils died.	Number of pupils still suffering from the attacks of fever, 31st March 1872.	Present condition of the school.
Middle Class English.								
1	Bamne ... ..	105	92	5	92	2	80	Deplorable.
2	Gotan ... ..	55	39	.....	38	1	30	Ditto.
3	Khandghosh... ..	28	24	6	20	.....	12	Ditto.
4	Boyna ... ..	88	45	10	45	5	45	Ditto.
5	Roligopalnagar ... ..	46	46	.....	27	1	20	Ditto.
6	Sanknara ... ..	.....	70	.....	65	.....	55	Ditto.
7	Sankari. ... ..	61	63	32	80	3	10	Comparatively better.
8	Srikishnapur ... ..	67	67	.....	57	2	36	Deplorable.
9	Paite ... ..	Information has not been collected, but the place is severely suffering.						
Middle Class Vernacular.								
10	Akni ... ..	55	47	22	39	2	16	Not cheering.
11	Bamira ... ..	.....	.....	.....	.....	.....	.....	Ditto.
12	Behar ... ..	42	27	5	27	2	17	Ditto.
13	Bokra ... ..	49	50	.....	35	2	27	Ditto.
14	Hazrabaud ... ..	50	50	8	30	1	5	Ditto.
15	Indas ... ..	66	62	35	57	.....	4	Better.
16	Kamalpur ... ..	43	25	5	25	10	10	Deplorable.
17	Sadipur ... ..	75	55	14	55	12	20	Better.
Village Schools.								
18	Bala ... ..	50	28	5	26	.....	19	Deplorable.
19	Balsi ... ..	65	65	30	20	.....	3	Good.
20	Bamne ... ..	Opened from March last.						
21	Banter ... ..	24	17	13	13	1	3	Fair.
22	Belut ... ..	36	27	18	12	.....	9	Not cheering.
23	Berghosh ... ..	.....	.....	15	15	.....	15	Ditto.
24	Betur ... ..	28	27	10	16	.....	3	Ditto.
25	Bijpur ... ..	19	10	4	11	1	5	Deplorable.
26	Birsimul ... ..	.....	.....	14	30	14	16	Ditto.
27	Biur ... ..	23	24	8	17	2	7	Ditto.
28	Boain ... ..	27	27	6	12	.....	5	Not cheering.
29	Bolpur ... ..	.....	.....	.....	.....	20	16	Deplorable.
30	Bura ... ..	40	41	10	23	.....	6	Better.
31	Charugram ... ..	29	20	10	15	2	3	Ditto.
32	Daulatpur ... ..	48	53	15	32	2	16	Not cheering.
33	Govindapur ... ..	40	66	20	25	3	7	Better.
34	Heyatnagar ... ..	27	23	21	23	3	9	Little better.
35	Hijalna ... ..	45	39	5	12	10	7	Deplorable.
36	Jali ... ..	50	35	12	20	.....	23	Ditto.
37	Kalar ... ..	30	30	6	18	.....	2	Ditto.
38	Khosbag ... ..	38	38	29	29	3	11	Better.
39	Mohepur ... ..	46	57	20	32	14	25	Little better.
40	Masle ... ..	43	30	9	17	14	25	Deplorable.
41	Nandipukur... ..	35	23	10	17	3	14	Ditto.
42	Narohi ... ..	.....	.....	.....	16	1	9	Ditto.
43	Natu ... ..	63	21	4	21	7	10	Ditto.
44	Sankarpur ... ..	38	33	3	33	1	4	Ditto.
45	Saranga ... ..	44	34	10	14	2	4	Ditto.
46	Syamdasleati ... ..	50	36	2	36	12	8	Ditto.
47	Tindul ... ..	The school has been recently opened.						
Night Schools.								
48	Boain ... ..	12	12	.....	.....	.....	.....	Ditto.
49	Govindapur ... ..	25	18	.....	.....	.....	.....	Ditto.
50	Mohepur ... ..	18	18	.....	.....	.....	.....	Ditto.
51	Saranga ... ..	25	25	.....	.....	.....	.....	Ditto.
Total ...		1,862	1,611	445	7,229	145	648	

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Under such circumstances it may well be understood that little progress has been made, and that it has been rather my business to keep up as far as possible by encouragement those schools of which there was hope, than very strictly to enforce the strict letter of the grant-in-aid rules; but, as I have already said, grants have been withdrawn from seven higher and middle schools, whilst the only schools opened have been lower class schools, under teachers to whom stipends were guaranteed provided they opened village schools.

GENERAL STATISTICS.—There were in zilla Burdwan 323 schools on my books, attended by 11,426 scholars at the end of the year, against 302 schools attended by 12,542 at the commencement. The total expenditure in the schools of all classes was Rs. 1,01,713, against Rs. 1,11,192 in the preceding year; so that in each year the cost of each boy's education was much the same, viz. a fraction under Rs. 9. The Government expenditure was Rs. 41,228 last year, against Rs. 45,101 in the previous year; in each year the cost of each boy's schooling being Rs. 3-9 to Government.

As a rule, the schools in the district are locally supported by schooling fees and small subscriptions; but His Highness the Maharajah of Burdwan entirely supports four schools in the town of Burdwan, and gives material assistance to the school at Culna. There is also a free higher school at Chakdighi very liberally endowed by the late Babu Sarada Prasad Rai, which educates a good number of lads. I do not myself approve of free schools, for reasons which I have often given.

HIGHER SCHOOLS.—There are 11 such schools, attended at the end of March by 1,280 scholars; on the same day in 1871 and 1870 the numbers were respectively 1,487 and 1,671. Three of these 11 schools were in the town of Burdwan; I saw these three in February last. The Maharajah's school educates 500 boys free, but I only found 200 boys attending. The missionary school in February 1868 and 1869 numbered 183 and 178 pupils; in February 1870, 1871, and 1872, the numbers were 58, 44, and 35. The Muradpur school numbered 247 in February 1869, 172 in 1870; but only 79 and 58 pupils in 1871 and 1872. Besides these schools I saw the higher school at Cutwa during the year I was on a tour in which I intended to visit five other higher schools, when an attack of fever obliged me to return to head-quarters. The 11 schools were at the end of the year attended by 1,224 Hindoos, 48 Muhammadans, and 8 others; whilst 5 belonged to the upper, 1,050 to the middle, and 225 to the lower classes. No pupils were able to pass the University Entrance Examination from the schools at Cutwa, Bagnapara, Chakdighi, and Balgona, or from the missionary institution at Culna. One passed from the mission school at Burdwan, 23 also from the Ukersa school; two passed from the Muradpur school, and the same number from the Maharajah's school at Culna; and three (of whom one gained a scholarship) from the Bodla school; from the Maharajah's school in the town of Burdwan three passed and one gained a scholarship. The cost of each boy's education in schools of this class was Rs. 22-10, the charge to Government being, owing to the liberality of the endowments already mentioned, as low as Rs. 3-9.

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**MIDDLE SCHOOLS, ENGLISH.**—There were 36 (34 aided and 2 unaided) such schools, attended at the end of the year by 1,528 pupils, against 39 aided schools at the commencement teaching 2,048 pupils. The total and Government expenditure were respectively Rs. 29,155, and Rs. 10,198. I saw during the year those situated at Bud-Bud, Duaihat, Memari, Patuli, and that in the town of Burdwan. The cost of each boy's education was for the year Rs. 16-12, of which amount Government contributed nearly Rs. 6. 59 Muhammadans attended these schools; all the others were Hindus. 4 lads belonged to the upper, 1,076 to the middle, and 448 to the lower classes. Six lads from these schools obtained minor scholarships. Many of the schools, particularly those in the north-west of the district, are doing fairly, but in many the epidemic fever has done considerable injury. There was a flourishing school of this kind supported by the Brahmo Somaj in the town of Burdwan. This school was attended by 173 in February 1868, by 217 in the same month 1869. During the month of August in that year the number on the roll was 273, and the number present 227; then commenced the ravages of the epidemic, and in February 1870, 1871, and 1872, the numbers on the rolls were respectively 134, 78, and 34.

**MIDDLE SCHOOLS, VERNACULAR.**—There were at the close 30 such schools attended by 1,287 lads, against 31 attended by 1,476 at the commencement. The total outlay in the schools and the Government outlay were respectively Rs. 11,205 and Rs. 5,578. The total cost of each boy's schooling was Rs. 8-3, of which amount very nearly half was paid by Government. The schools were attended by 1,269 Hindus, 17 Muhammadans, and 1 Christian. One lad belonged to the upper, 655 to the middle, and 631 to the lower classes. The Government schools carried off two of the better and two of the inferior kinds of vernacular scholarships; five and four were gained by students of aided schools.\* I did not see any of these schools during the year.

**PRIMARY SCHOOLS.**—There were 235 such schools on my books, attended by 7,048 pupils, which cost Government Rs. 12,223 during the year, besides which sum the teachers collected other Rs. 7,381 from their pupils and from others interested in the schools. The cost of each boy's education to Government was Rs. 1-10, and in addition about Re. 1 to his friends. Amongst the schools of this class are 27 night schools attended by 686 men and lads, who work for their labor during the day. These schools are doing real good in this zilla; the teacher of each gets an allowance of Re. 1 a month from Government for each six scholars in attendance. I take great care in getting my deputies to look after these schools, lest lads might attend who either did or could attend a day school, with the intention of swelling the numbers in the night school. I am glad to say that I have heard the best reports of the schools. One of my deputies mentions the case of a petty shopkeeper learning to read and keep his accounts in one of these schools when he was near fifty; and another case of a boy taken away from a day school to work in the fields, who continued studying in a night school till he gained a

\* Three other scholarships of the worst kind, tenable for one year in a normal school, were carried off by students of improved pathshalas.



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scholarship, and joined a normal school. It is questionable if many lads taken out of their natural sphere would be benefited thereby, but this lad's case is of course an exceptional one, and he promises to be a good and useful teacher of his own vernacular in days to come. These schools are attended by 6,755 Hëndus, 273 Muhammadans, and 20 Christians. One belongs to the upper classes (he is son of a large landholder), 2,295 to the middle, and 4,752 to the lower classes. I have seen three or four of these schools during the year.

**NORMAL SCHOOL.**—The school at Burdwan for training teachers for elementary schools has just completed its ninth session. Since its establishment it has sent out 366 certificated teachers to the districts of Burdwan, Bankura, Birbhoom, and Hooghly. During this year a class for training pandits has been added to the others, but no addition has been made to the establishment on this account. At the end of the year there were respectively 56 and 10 men under training for village teacherships and for panditships. We have been obliged to limit the number of students in the old department to 56 instead of 75, as originally arranged, owing to the necessity of paying a high house rent *from savings*. The daily average attendance was 44 in this department, the scanty attendance being due to sickness amongst the pupils. At the general examination of the training schools in Bengal 58 candidates presented themselves from the school, 55 gained certificates, 6 of the number passing in the first division. This was a very satisfactory result. Of the expenditure in this school—

Rs. 3,066	were on account of stipends.
„ 1,340	„ of house rent.
„ 1,737	„ of salaries of teachers.
„ 291	„ of servants.

and the balance for land rent and petty expenses.

**GIRLS' SCHOOLS.**—There are two schools—one at Burdwan and one at Raniganj—for European and Eurasian children, which are assisted by Government grants aggregating Rs. 900 a year. As the schools were only attended by 30 little girls, the education of each cost Government Rs. 30 a year. As fees a little more than this sum was collected, whilst towards their support the sum of Rs. 413 was subscribed by residents in the stations where the schools are placed. These schools are certainly expensive, but it is almost necessary and highly desirable that Government should help Englishmen serving in this country on small salaries to bring up their daughters properly.

For native girls there are eight schools in the district, attended by about 180 children. The grants to them amounted to Rs. 822, or Rs. 4-9 for each little girl. One of these schools, situated at Cutwa, is a really excellent girls' school; the others are at best fair. Besides those in regular schools, there are 357 girls who read with boys in path-salas under improvement. As in other districts, Government pays Re. 1 for every five girls who can read easy sentences and write on the palm leaf; but my deputies all cry out against such an illiberal rate of payment. The new arrangement certainly fails to draw so many girls to the boys' school as did an allowance of Re. 1 for every eight

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girls on the rolls. It certainly seems at first sight useless to have a number of girls coming to school who never even learn to read; but we are dealing with an exceptional case. It is very desirable to break through the prejudices which exist against female education; and nothing would so much assist the good work, which we may hope will be going on in another generation, as the drawing a large number of girls now to school, even though they may learn little or nothing there.

**UNINSPECTED PATHSALAS.**—The returns submitted by the police show the existence of only 600 pathsalas in the district, attended by about 10,000 children—that is, on an average by between 16 and 17 each. I think the number of schools is largely under-estimated, and that the smaller schools have been left out. There are probably 1,500 uninspected schools, attended by 20,000 children.

**BURDWAN (NORTH OF ADJAY ONLY).**

*From the Report of Babu Bhudev Mookerjee.*

A small slip of the Burdwan revenue district, lying north of the Adjay, has a few schools under my inspection; the district of Burdwan itself belongs to the south-west division.

The statistics of the schools under my inspection are given in the following tables:—

		Number of schools.	Amount of fees realized.	Government grant.	Subscription, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.
							Hindus	Muhammadians.	Others.	Total.	
Middle English ...	Aided	4	Rs. A. P. 681 14 0	Rs. A. P. 1,087 8 0	Rs. A. P. 964 8 0	Rs. A. P. 2,861 2 0	120	37	...	157	104
Ditto Vernacular	Ditto	3	155 12 0	332 2 0	313 2 0	827 0 0	85	1	...	86	63
Primary ..	Ditto	9	211 14 0	635 8 0	24 0 0	885 6 0	237	9	...	246	146
Girls' ..	Ditto	..	.....	.....	.....	.....	11	...	...	11	

\* A girls' class attached to pathsala.

There is no normal school within this part.

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The social position and caste of the pupils are shown below :—

*Social Position.*

NATURE OF SCHOOLS.	Upper.	Middle.	Lower.	Total.
Middle English ... ..	.....	97	60	157
Ditto Vernacular ... ..	.....	52	34	86
Primary „ ... ..	.....	96	150	246
Girls' „ ... ..	.....	8	3	11
Total ...	.....	253	247	500

*Caste and Creed.*

	HINDUS.									MUSSULMANS.			ABORIGINES.							Grand Total.			
	Brahmins.	Khetria.	Bodiyas.	Koisthas.	Nobosaks.	Kolberthas.	Sonarbenias.	Others.	Doms, &c.	Total.	Sias.	Sunnis.	Total.	Christians.	Budhists.	Kols.	Gonds.	Sonthals.	Nagas.		Cacharies.	Others.	Total.
Middle English	63	4	22	25			5	1		120		37	37										157
Ditto Vernacular	46			13	22		2	2		85		1	1										86
Primary	66	8	20	97	1	4	29	12	237	7	2	9											246
Girls'	9				2					11													11
Total	184	12	55	146	1	11	32	12	453	7	40	47											500

[End of extract from the report of Babu Bhudev Mookerjee about Burdwan.]

*Burdwan Division.—Bankura District.**From the Report of Mr. R. L. Martin.*

BANKURA.—The statistics which His Honor the Lieutenant-Governor requires for each class of schools in the district are shown in the accompanying table:—

	Number of schools.	Number of masters.	Fees realized.	Government grants.	Subscriptions and other local income.	Expenditure in the schools during the year.	Number of scholars on last day.	Average daily attendance.
			Rs.	Rs.	Rs.	Rs.		
Higher schools, Government ... ..	1	10	4,248	2,055	48	6,351	222	176
"    "    aided ... ..	2	12	1,402	1,440	1,697	4,593	216	178
"    "    unaided ... ..	...	...	.....	.....	.....	.....	.....	.....
Middle schools, Govt. Vernacular ... ..	5	34	748	1,121	.....	1,869	370	287
"    "    aided English ... ..	7	23	1,125	1,844	1,947	4,875	277	238
"    "    " Vernacular ... ..	14	36	1,831	2,525	1,475	5,934	735	610
"    "    unaided ... ..	...	...	.....	.....	.....	.....	.....	.....
Primary schools, Government ... ..	...	...	.....	.....	.....	.....	.....	.....
"    "    aided ... ..	55	46	1,524	3,258	220	4,990	1,988	1,433
"    "    unaided ... ..	†227	427	†16,000	.....	.....	16,000	10,754	8,000
Girls' schools ... ..	4	7	4	666	676	1,408	116	71
	515	575	26,972	12,909	6,063	46,020	14,676	10,993

\* Nine of the forty-six masters each teach a night school.

† This is the number given by the police of schools not on the books of the Educational Department.

‡ Estimated on the supposition that each boy pays on an average two annas a month.

The numbers which I have given for unaided and uninspected primary schools cannot be entirely relied upon. If we therefore except them, we find that the year closed with 88 schools, against 83 at the commencement, whilst the pupils only increased from 3,903 to 3,922. The five new schools opened during the year were primary schools under trained village teachers. That the number of scholars did not increase proportionally to the increase in schools, is due to the fact that fever raged severely in the south-east corner of the district, the portion which is richest in schools. In these 88 schools 148 masters were employed. The Government grant was a little less than Rs. 13,000, whilst the income from fees was very nearly Rs. 11,000, and from subscriptions, &c., exceeded Rs. 6,000; the total expenditure being Rs. 30,000. The average daily attendance was low (owing to the fever), as it fell short of three thousand by seven.

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In the district there are three higher schools,—that directly under the management of the department in the town of Bankura, and those assisted by grants-in-aid at Ajudhya and Kuchiakol in the south eastern portion of the zilla. I inspected each school during the year. In the Government school there are two Muhammadans and one Christian the others, as well as all the pupils of the aided schools, are Hindus 16 belong to the upper, 293 to the middle, and 129 to the lower classes of society.

The Government school employs ten masters for 222 boys, whilst the other two employ twelve for 216. Government spent Rs. 2,000 in the former against Rs. 1,400 in the latter; but from the Government school twelve boys passed the University Entrance Examination, whilst from the aided schools only two passed: and in the Government school the boys themselves paid Rs. 4,250 as fees, whilst in the aided schools they paid only Rs. 1,500. A quarrel between two rival zemindars who used jointly to contribute to the support of the school at Kuchiakol, and a clever, but idle and tricky, head-master, caused a great falling off (from 189 to 148) in that school. But a good head-master has been appointed there, and it is placed under the management of one gentleman only, and I have every reason to expect much better results this year from this as well as from the other aided higher school. To Babu Radha Ballav Sinha Dev the thanks of the department are due, as he contributes largely to the support of four good schools;—a higher English, a middle vernacular, a primary vernacular, and a girls' school,—and by his influence and example has done a great deal to spread education in the part of the district where he lives. The cost of each boy's education in the Government school and in the aided schools has been respectively Rs. 31 and Rs. 20, of which sums Rs. 10 and Rs. 6-4 have been contributed by the State.

**MIDDLE ENGLISH SCHOOLS.**—There are seven schools of this class, of which I have visited three during the year. They were attended by only 277 boys at the close, against 378 at the commencement of the year. The principal falling off was without doubt due to the epidemic fever, which for a time completely emptied the benches of the Jibta, Kotalpur, and Talsagra schools, situated in the south-east of the district. Another school at Bishnapur has suffered greatly from the transfer of Babu Ratan Lal Ghosh from the sub-division of Garbeta, as his successor does not ask the subscribers to pay up their arrears, and two other schools have suffered owing to a want of proper accommodation; this is being now remedied. The only school which in point of numbers improved during the year has been that at Sonamuki. In the middle English schools each boy's education cost Rs. 14, of which Rs. 5-8 was contributed by the State. One boy (from Kotalpur) gained a minor scholarship. Four Muhammadans attend these schools; all the others are Hindus. No boy belonged to the upper, 185 belonged to the middle, and 92 to the lower classes of society.

**MIDDLE VERNACULAR.**—There are nineteen schools of this class attended by 1,105 boys, against 1,252 at the commencement. The falling

*Burdwan Division.—Bankura District.*

off is due nearly entirely to the fever, but in a measure, also to the opening of improved village schools. Four schools are meant to be models; two are really so. One is placed in the jungles in the west of the district. The aided vernacular schools (fourteen in number) in Bankura are, I think, the best of their kind in my division. All the scholarships of the district were gained by students of aided schools, to the entire exclusion of the pupils from the Government schools, and this too though fourteen boys from the latter passed the examination successfully. The cost of each boy's education has been Rs. 5 in the Government and Rs. 7-8 in the aided schools. In the case of the former the State has contributed Rs. 3, and in the latter a fraction over that amount. Almost all the students are Hindus, as there are only 7 Muhammadans and two Christians. Of the pupils, 327 belonged to the middle and 778 to the lower classes of society. Of these schools I visited during the year twelve.

**PRIMARY SCHOOLS.**—Fifty-five schools attended by 1,986 children appear on my roll. Of these 1,508 are boys and 227 are girls reading in 46 day pathsalas; whilst nine night schools are attended by 251 men and lads, who during the day labor for their bread. This shows an increase during the year of 5 schools, 181 boys, and 105 girls, whilst in the night schools there is a loss of two scholars only. The cost of each scholar's education during the year has been Rs. 2-10, of which amount Government has had to pay Rs. 1-11. With the exception of two Muhammadans all are Hindus. 777 belonged to the middle and 1,209 to the lower classes. I have seen two of these schools.

**GIRLS' SCHOOLS.**—Besides the 227 girls who read in boys' pathsalas there are four girls' schools in the district. Two are in the town of Bankura,—one being called a mission girls' schools, simply, I believe, because it is supported by the Christian residents, who employ a native Christian and his wife as teachers: the other two are at Patrosbaer and Kuchiakol. The last is much the best of the four, and really a very good and useful school; the others are barely fair, but they do good work as pioneers. In the girls' schools there are 116 children, educated each at a cost of Rs. 14-8, the charge to Government being Rs. 7. Of these children one is a Christian and one a Muhammadan; all the others are Hindus. 48 belong to the middle and 68 to the lower classes. I have seen three of these schools during the year. My Deputy Inspector in the south of the district says that "the blind prejudices and social customs which have so long proved impediments in our way, are rapidly passing off. Widowhood is no more talked of as a necessary consequence of a girl's being educated. Married girls of 10 or 11 years old often attend a school with the consent of their parents and husbands." The Deputy Inspector was able to open a girls' school with thirty pupils in Bishunpur, which is a stronghold of superstition and prejudice, but as money was not available for a grant-in-aid, it was necessary to close it. A great point has been undoubtedly gained; the people hardly now object to the education of their girls, but they do object to pay for it. Both my deputies think that girls' schools in this zilla, supported by Government, would

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be well attended, and that even the offer of rewards to girls who made good progress would greatly conduce to the spread of female education. For many years I have advocated the offer of prizes or small scholarships for girls.

**BIRBHOOM DISTRICT.**

*From the report of Babu Bhudev Mookerjee, under whose inspection this district has been placed from 1869 till the present time.*

The district of Birbhoom, as elsewhere already noticed, has begun to suffer under the scourge of that epidemic fever which has been for so many years devastating the fairest portion of Bengal. The number of students in school has necessarily begun to diminish, and here and there people are feeling a want of interest in school matters. That the educational progress of the district has been next to nothing under such circumstances, may be easily accounted for. The attendance in most schools has grown less, and some schools have been closed for a time, and one finally; yet I make bold to say that if the grant-in-aid and pathsala systems could have operated as unrestrained during the past year as they once did, the desire for education would have remained strong enough to have given to the district an increase of schools and scholars notwithstanding the prevalence of the epidemic and its demoralising tendencies. As it is, I proceed to give the statistics of the different classes of schools in the district.

*Higher Class English.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscription, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the last examination.
						Hindus.	Muhammadians.	Others.	Total.		
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.						
Government ...	1	3,397 2 0	2,516 9 9	.....	5,913 11 9	208	12	...	220	140	9
Aided ...	2	615 6 6	934 5 9	1,681 3 0	3,230 15 3	106	3	...	109	85	1
Unaided ...	1	.....	.....	.....	.....	...	...	...	95	...	...
Total ...	4	4,012 8 6	3,450 15 6	1,681 3 0	9,144 11 0	...	...	...	424	...	...

On the zilla school the Secretary to the Local Committee of Public Instruction reports as follows:—

“The Local Committee met four times during the past year to discuss several important questions connected with the school, and it is gratifying to observe that the several measures adopted by them have met with success and have tended to the welfare of the institution.

*Burdwan Division.—Birbhum District.*

"Early in the last year the Committee's attention was directed to the fact of the lower classes becoming gradually extinct in consequence of there being few applications for admission into those classes, where particularly the fee rates appeared to be disproportionately high. The Committee therefore, thought fit to recommend a reduction in the fee rates of the 6th and 7th classes from Re. 1-8 to Re. 1, allowing the higher rates in the higher classes to stand as before. A further recommendation for restoring the 8th class on a reduced fee rate of eight annas per head was sent up in October last. Both these measures were sanctioned by the Director of Public Instruction and carried out during the year, the first from June 1871, the second from January 1872.

"As a consequence of the measures of reduction noticed in the last paragraph, the numerical strength of the school has risen from 138 at the beginning of the year to 220 on the 31st March 1872.

"Owing to the falling off in the number of pupils during the years 1869-70 and 1870-71, considerable reductions, aggregating Rs. 840 a year, were made in the instructive staff and in the servants' establishment of the school; and although within the last year the number of pupils has increased 60 per cent., no additional hand has been employed, but arrangements have been made for the management of the additional 8th class by the existing staff of teachers.

"It is hoped, however, that further improvements in the finances of the school will take place as the pupils recently enrolled in the lower classes come up to the higher ones by gradual promotions in due course of time.

"There has been a marked improvement in the attendance of the pupils, which undoubtedly is indicative of a more improved state of discipline. The percentage of absence during the year (viz. 11.3) has been reduced to a point below which it is hardly possible to go.

"There are four pupils belonging to two respectable families of the district at present dwelling in this boarding-house on payment of a monthly rent of Re. 1 per head. The boarding arrangements are left to the pupils themselves, who have servants appointed by their parents to take care of them. The usefulness of this institution has not yet been perceived by the people of the district, who prefer allowing their wards to lodge in houses in the bazar with some muktear to sending them to the ward-house, where they might be better looked after by the head-master of the school, under whose superintendence the ward-house is.

"Babu Siva Chandra Soma, the head-master, is a very energetic and able head of the school, and the general results speak highly in favor of his management. It will be observed that of the boys under his own immediate tuition, the number who passed the Entrance Examination was considerably above the average."

The school is in my opinion doing admirably. Its finances are not yet come to be as flourishing as they once were, but the teaching under the supervision of the present head-master, Babu Siva Chandra Soma, is become more effective in all the classes. Babu Siva Chandra is a man truly devoted to his work; he pays due attention to every



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class and to every subject of study. The system he has lately introduced of drilling the junior pupils in mental arithmetic under the native system would, if as heartily adopted in all the zilla schools, do away with every ground for the reproach that our pupils in Government schools are not sufficiently quick in accounts. The discipline at the Suri school was never better than now. The two aided higher class English schools are also doing fairly, but they are as yet young institutions. The Revd. Mr. Isaac Allen's unaided school seems to have declined.

The statistics of the middle class English schools are given below :—

*Middle Class English.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscription, fees, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the last examination.
						Hindus.	Muhammadians.	Others.	Total.		
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.						
Government ...	...	.....	.....	.....	.....	...	...	...	...	...	...
Aided ...	10	1,467 5 0	2,588 3 4	3,026 9 7	7,023 1 8	348	4	...	352	270	23
Unaided ...	...	.....	.....	.....	.....	...	...	...	...	...	...
Total ...	10	1,467 5 0	2,588 3 4	3,026 9 7	7,023 1 8	348	4	...	352	270	23

These schools are on the whole going on well. They have passed the full number of candidates at the last minor scholarship examinations.

The statistics of the middle class vernacular schools are shown in the next table.

*Middle Vernacular Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscription, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the last examination.
						Hindus.	Muhammadians.	Others.	Total.		
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.						
Government ...	2	190 12 3	502 5 0	10 4 0	691 14 6	73	6	...	78	60	6
Aided ...	13	1,286 0 9	1,845 0 0	1,471 4 6	4,626 4 6	501	57	4	562	424	38
Unaided ...	1	10 8 0	.....	98 8 0	109 0 0	...	...	...	29	20	...
Total ...	16	1,487 5 0	2,347 5 3	1,580 0 6	5,427 2 6	...	...	...	689	504	44

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Most of these schools are doing fairly, and the one at the Sudder Station is the best school of its kind in this division.

The statistics of the primary schools are given below:—

*Primary Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscription, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.
						Hindus.	Muhammadians.	Others.	Total.	
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.					
Government ...	...	.....	.....	.....	.....	...	...	...	...	...
Aided ...	30	004 11 3	1,189 12 0	479 7 3	2,442 5 9	754	43	...	707	609
Unaided ...	542	.....	.....	.....	.....	...	...	...	6,979	...
Total ...	572	004 11 3	1,189 12 0	479 7 3	2,442 5 9	...	...	...	7,776	...

Many of the pathsalas are doing almost as well as good middle vernacular schools.

The statistics of the girls' schools, inclusive of girls' classes in pathsalas, are shown below:—

*English Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscription, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.
						Hindus.	Muhammadians.	Others.	Total.	
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.					
Government ...	...	.....	.....	.....	.....	...	...	...	...	...
Aided ...	2	19 0 3	318 0 0	385 0 0	724 11 0	101	...	16	117	81
Unaided ...	...	.....	.....	.....	.....	...	...	...	...	...
Total ...	2	19 0 0	318 0 0	385 0 0	724 11 0	101	...	16	117	81

\* There are 5 girls' classes attached to pathsalas.



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The caste and qualifications of the teachers appear in the two following tables:—

*Caste and Creed.*

Number of teachers employed	128*
Hindus	126
Christians	2
Muhammadans	...

*Qualifications.*

Number of teachers	128†
M.A.	1
B.A., or senior scholarship certificate	1
First Arts	...
Entrance or junior scholarship certificates	20
Teachership certificate	1
Certificates from the Inspectors of Schools	...
Normal school certificate	25
Training school certificate	28
Minor or vernacular examination certificate	7
Without certificate	45

The friends of education in the Birbhoom district are named below:—

- Babu Ram Ranjan Chakravarti, zemindar, Hetampur.  
 „ Bisvamvam Sigha, zemindar, Raipur.  
 Maharani Sornamahi of Kasimbazar.  
 Maharajah of Burdwan.  
 Maharajah of Bonoariabad.  
 Babu Navin Chandra Ghosh, zemindar, Synthia.  
 „ Giris Chandra Banurji, „ Labpur.  
 „ Pares Chandra Mukhurji, „ Kundola.  
 „ Rasik Lal Sinha and others, „ Batikar.  
 Mr. F. T. Reed, Manager of Hetampur estate.  
 Babu Siva Chandra Sarkar, zemindar, Kirnohon.  
 „ Doarka Nath, Chakravarti, pleader, Suri.  
 „ Ram Tarok Sarkar, zemindar, Surul.

[Close of the Report on the Birbhoom District by Babu Bhūdev Mookerjee.]

## DISTRICT OF MIDNAPUR.

*From the Report of Mr. R. L. Martin*

In the Midnapur zilla on 31st March 1872 there were 275 schools attended by 8,970 students; of these, 7,890 were Hindus, 323 were Muhammadans, and 757 were either Sonthalis or Christians (principally the former); whilst 24, belonged to the upper, 3,174 to the middle, and 5,771 to the lower classes of society. There were 264 boys more in our schools at the beginning than at the close of the year, due undoubtedly to the outbreak of epidemic fever in the north-east of the district.

\* Including all the teachers employed in Burdwan.

† Including all the teachers employed in the Burdwan district, already reported on.

*Reports of Inspectors of Schools.*

The statistics which His Honor the Lieutenant-Governor requires from each class of schools in the district are shown in the accompanying table:—

DISTRICT OF MIDNAPUR.	Number of schools.	Number of masters.	Fees, &c., realized.	Government grant.	Subscriptions.	Total cost.	Number of pupils on 31st March.	Average daily attendance.
			Rs.	Rs.	Rs.	Rs.		
Higher schools, Government ... ..	1	10	4,935	2,690	.....	7,625	246	192
"    "    aided ... ..	1	6	760	768	2,602	4,130	76	50
"    "    unaided ... ..	2	9	1,954	...	3,536	5,490	201	141
Total ... ..	4	25	7,649	3,458	6,139	15,636	523	383
Middle schools, English, aided ... ..	17	63	3,487	5,420	5,918	15,540	826	607
"    "    "    unaided ... ..	1	2	13	...	135	148	39	23
Total ... ..	18	65	3,500	5,420	6,053	15,688	864	630
Middle schools, Vernacular, Government... ..	7	18	2,048	1,812	593	4,443	517	390
"    "    "    aided ... ..	26	62	1,974	3,988	3,380	9,343	1,125	777
Total ... ..	33	80	4,022	5,800	3,063	13,786	1,642	1,167
Primary schools, aided... ..	214	206	4,929	10,072	2,044	17,132	5,671	3,959
Normal schools, Government ... ..	1	3	...	6,172	...	6,172	83	53
"    "    aided ... ..	1	3	...	1,200	1,200	2,400	65	60
Total ... ..	2	6	...	7,372	1,200	8,572	138	113
Girls' schools, aided ... ..	3	3	...	372	430	811	72	54
Zonana association ... ..	1	8	32	340	717	1,139	60	78
Total ... ..	4	11	32	732	1,156	1,950	132	132
Grand Total ... ..	275	363	20,132	32,600	20,555	72,764	8,970	6,384
Primary schools uninspected but reported by the police ... ..	1,720	1,729	33,600	...	.....	33,600	19,174	15,000

*Higher Class Schools.*—There are in Midnapur four higher schools, of which one, situated at the sadar station, is called a Government school, because it is under the direct management of the Educational Department; though of the amount expended in it Rs. 4,935 were collected from the pupils as tuition fees, whilst the Government contribution was Rs. 2,690. At the close of the year the school was attended by 246 students, whilst the average daily attendance was 192. In this school there are ten masters. In the one, aided higher school (at Tamluk) the expenditure has been Rs. 768 from Government, Rs. 760 from fees, and Rs. 2,602 from other local income. At the close of the year there were 76 students in this school, whilst the average daily attendance was 50. Six masters are employed. In the two unaided schools taught by nine masters and attended at the close of the year by 201 students, there was collected in the shape of fees Rs. 1,954, whilst from other local sources Rs. 3,536 were contributed. One of these schools is

*Burdwan Division.—Midnapur District.*

supported by the Rajah of Maisadal on his zemindary, nearly opposite Diamond Harbour. No schooling fee is realized. The other is managed by a committee of English gentlemen in Midnapur, and is attended by poorer boys than those who attend the Government school, the masters being also very inferior to those employed therein.

Taking higher schools as a whole, we find in Midnapur that—

1. The number of schools is	...	...	4
2. " " of masters is	...	...	25
3. " amount of fees realized was	...	Rs.	7,649
4. " " of Government grant was	...	"	3,458
5. " " of other local income was	...	"	6,139
6. " total outlay on the schools was	...	"	15,636
7. " number of scholars on the last day of the year was	...	...	523
8. The average daily attendance was	...	...	383

It is to be noticed that the income of the higher schools during the year was Rs. 1,600 in excess of the expenditure. This was due to some amount of good fortune in the receipts at Tamluk, the contractor for the school-house having very liberally made over to the school committee all the profits that he made in building the school-house at the rates fixed by the Department of Public Works, which pronounced the house to be well constructed. The Committee is an active one, and seems to be fertile in devices for raising an income. Part of the money now at the credit of the school has been lent to a Rajah, at a high rate of interest, on the security of his zemindari; part has been invested in a small apothecary's shop, which pays well, and is said to do a great deal of good besides; and part has been invested in stamped paper, which is sold at a profit and brings in a decent income to the school. It is also to be noticed that the average daily attendance is far below the number on the rolls at the close of the year. This is in a great measure due to the fact that the schools were in a very prosperous state at the end of the year as far as their numbers were concerned. I have seen during the year all these schools, except that supported by the Rajah of Maisadal. The Government school is an excellent one; the other two which I have seen are fair schools. Five boys out of seven who underwent the trial from the Midnapur Government school passed the University Entrance Examination in the second grade, two of the number gaining scholarships; one other lad passed in three subjects out of four. None failed in either language. From the other English school at Midnapur one boy passed in the third division. All the lads from Tamluk were last year plucked, and none appeared from Maisadal. That school has only been open two or three years, and up to the present time lads have not had time to work up to the standard. In the higher class schools there were at the close of the year 491 Hindus, 27 Muhammadans, and five Christians; whilst 15 belonged to the upper, 463 to the middle, and 45 to the lower classes. In the Government,

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aided and unaided schools, the total cost for the year of educating each pupil was respectively Rs. 34-8, Rs. 41-8, and Rs. 30; the cost to Government being respectively Rs. 12-3, Rs. 12-6, and nothing.

MIDDLE SCHOOLS, ENGLISH.—There is no Government school of this class in the district, but 17 schools are aided, and there is also an unaided school, the latter having been opened with the hope that aid would soon be given by Government. Taking all of one class together—

1.	The number of schools is	...	...	...	18
2.	„ „ of teachers is	...	...	...	65
3.	„ amount of fees realized was	...	...	Rs.	3,500
4.	„ „ of Government grant was	...	„		5,426
5.	„ „ of other local income was	...	„		6,053
6.	„ total outlay was	...	„		15,688
7.	„ number of scholars on the last day of the year was	...	...		864
8.	The average daily attendance was	...	...		630

If I look at these schools solely as respects the amount of instruction imparted, I would say two of them (at Contai and Panskura) were excellent, that four others were good, seven fair, four moderate, and one (that at Monglapota) bad. Looking at them with reference to their management and the state of their local finances, I consider the condition of half of them, *i.e.*, nine, to be excellent or good, of seven to be fair, and of two (at Chhatraganja and Kadra) to be very indifferent. It is strange that the three worst schools are all in the north of the district, in the sub-division of Garbet. The unsatisfactory condition of the Kadra and the Manglapota schools is in a great measure due to the late change in the sub-divisional officer, and to the fact that they hold diametrically opposite views as to the way in which Government should act in the matter of education. The officer who has left (Babu Ratan Lal Ghosh, B.A.) held that the ignorant people in the sub-division were sick men; that as the latter often object to medicine as unpalatable; so do the former object in the matter of education: he therefore, *almost obliged* the people to subscribe for schools. His successor (Babu Jadu Nath Bosh, B.A.) says forcing is the sure way to make education disagreeable, and therefore though he tells the people that 'though it is for their good to subscribe, he certainly allows them to pay or not as they like.' The unsatisfactory state of the finances at Chhatraganja is due to the transfer of the zemindari cutchery from that place, and also to the want of active assistance on the part of the sub-divisional officer above referred to. It is worthy of remark that though Jhargram is a very unfavorable field for an educationalist, it is the site of a fairly prosperous school, which entirely owes its stability to the interest taken in it by the Rajah, who, though himself an illiterate man, compels his amlah, retainers, and servants, to send their boys to his school, and encourages the mandals of the villages in his zemindari to send their sons to reside at Jhargram.

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for the purpose of being able to attend. He has shown also a good example by sending his own grandson to the school, where he studies with the children of the Rajah's ryots. Besides Jhargram the schools at Monglapota, Sarbariya, Rangua, and Narayangar, depend entirely upon a single great man. In all the other schools there are a number of petty subscribers.

During the year I visited the Chhatraganja, Manglapota, Garbet, Boliharpur, Contai, Dantun, Rangua, and Narayangar schools.

In the middle class English schools there were at the close of the year 826 Hindus, 30 Muhammadans, and 8 Christians; whilst 6 belonged to the higher, 483 to the middle, and 375 to the lowest classes.

**MIDDLE CLASS, VERNACULAR.** There are seven Government schools of this class and twenty-six aided schools; taking them all together—

1. The number of schools is	...	...	33
2. " " of masters is	...	...	80
3. " amount of fees realized was...	...	Rs.	4,022
4. " " of Government grant was	...	"	5,800
5. " " of other local sources was	...	"	3,963
6. " total outlay on schools was...	...	"	13,786
7. " number of scholars on last day of the year, was	...	...	1,642
8. " average daily attendance was	...	...	1,167

Of the seven Government schools, four are real model schools; the other three are situated in out-of-the-way places, where there is little or no demand for education. One of these latter in the south of the district is doing well; the two others, in the extreme west, have not as yet succeeded in exciting much desire for education amongst the people living in their neighbourhood. In the excellent vernacular school in the town of Midnapur the pupils paid as fees last year Rs. 1,223. I find that in only two other vernacular schools in Bengal there is collected annually upwards of Rs. 1,000 a year. In one of those schools (in Calcutta) about Rs. 6,000 are annually collected; the other is at Mymensing, where the collections are about as much as at Midnapur. Next in fee income come Gauhati (with Rs. 900) and Sibsagar (with Rs. 800 annually).. No other school collects as much as Rs. 600. Half of the aided vernacular schools are in a *very* satisfactory condition. In the great majority of others whilst the instruction given is good, the management and financial arrangements are only fair or *vice versa*. In one case (at Pathra) I class the school in each respect as fair only, and in that of Gobardhanpur against each head I would put moderate only; the other two are new schools which promise well. In the Mohapal and Tilakopara schools almost the whole expenditure has been in each case borne by one wealthy individual; in the other schools many gentlemen of the middle classes have contributed small sums. During the year I visited, besides the schools in the sadar station, those at Anandapur and Tamluk.



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In the middle class vernacular schools there were at the close of the year 1,595 Hindus and 47 Muhammadans, whilst two belonged to the higher, 852 to the middle, and 788 to the lower classes.

In the Government vernacular schools the education of each pupil cost for the year Rs. 8-11, whilst the charge to the State for each was Rs. 3-8. In the aided schools the total cost and cost to the State were respectively Rs. 9-1 and Rs. 3-14.

At the Vernacular Scholarship Examination two four-year scholarships were gained by pupils from Government schools, whilst five went to those from aided schools; Government schools gained five one-year scholarships, whilst aided schools gained four only.

During the year under review the improvement of the existing middle class schools has occupied a considerable portion of the time of myself and my deputies, and I think our efforts have been successful in improving their condition. On my recommendation grants were withdrawn from three schools, whose finances were in an unsatisfactory condition, and this lead others to be more careful lest they should fare likewise.

**PRIMARY SCHOOLS.**—Only two\* such schools under native managers are aided under the grant in-aid-rules, but the American Baptist Mission has forty-two schools amongst the Sonthals, of which Government divides the expense with the mission, share and share alike. Besides these, there are 162 improved day pathshalas and 8 night pathshalas. In these village schools it was supposed that the teachers would get from their pupils about Rs. 5 a month, but for reasons which I have entered into elsewhere, they hardly get half that amount. It was decided that Government, to bear a moiety of the expense, should give each man Rs. 5 a month so long as he taught a school satisfactorily; it would be cutting inches off the stick at both ends if Government cut down its contribution because a man received less than was expected from the villagers; so that now nearly two-thirds of the cost of these schools is borne by the State. Early in the year under review, feeling it absolutely necessary to repress the tendency which these schools had to work up to a standard too high for them, I informed my deputies here as well as elsewhere that as the primary object of a village school was to teach the boys to write a good hand, to read written documents with facility, and to be versed in mental arithmetic and accounts, as well as in the composition of letters and deeds, no village teacher was to be allowed to teach his boys the course used in a middle class vernacular school unless three-fourths of the guardians of the boys stated that they wished such a course introduced, and that they did not wish for any thing *at all resembling* the old class of pathsala under a guru mohasoy. I believe that by this means these schools have been kept down to what they were intended to be more than in previous years, but it is a matter requiring careful attention.

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\* Workmen's night schools at Midnapur, and a school at P'urmanandpur.

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**Taking the primary schools connected with the Educational Department in Midnapur as a whole—**

1.	The number of schools is	...	...	214
2.	" " of masters is	...	...	206
3.	" amount of fees realized was...	...	Rs.	4,929
4.	" " of Government grant was	...	"	10,072
5.	" " of other local sources was	...	"	2,044
6.	" total, outlay was	...	"	17,132
7.	" number of scholars on the last day of the year was	...	...	5,671
8.	" average daily attendance during the year was	...	...	8,959

Of the students attending these schools, 4,789 were Hindus, 193 were Muhammadans, whilst 689 were either Sonthals or Christians. None belonged to the upper, 1,266 to the middle, and 4,405 to the lower classes. I have visited half a dozen of these schools during the year.

*Normal Schools.*—There are two schools in the district whose object it is to train teachers for our vernacular schools : that supported by Government trains for Bengali schools, and that supported partly by Government and partly by the American Baptist Mission, trains for Sonthal schools. The teachers in the former school were wholly occupied for some years in turning out trained teachers for primary schools, but during the last year a class has also been opened corresponding to the lowest class in a higher grade normal school. This has been done without any extra charge to Government. Those studying with the object of becoming village teachers receive from Government (during the year they are so occupied) Rs. 5 a month. Up to the last year every lad who passed the final examination took charge of a village school and became entitled to Rs. 5 a month from Government so long as he gave satisfaction. Last year no funds were available for opening new village schools, and consequently nine lads who passed the examination and gained certificates have not as yet obtained stipends ; but it is almost certain that the usual Rs. 5 a month will soon be forthcoming for them. Forty-three other lads also passed, to whom Government was under an undertaking to pay the regular allowance. Of their number, 38 have either opened or are engaged in opening schools in the district. Since this school first opened, in 1864, 239 lads have gained certificates, and all opened village schools, either in this or one of the neighbouring districts, with the exception of the nine men above referred to. Fifty-one lads from the school appeared this year at the Pass Examination for all the training schools in Bengal ; fifty of the number passed—a result which testifies to the ability and successful work of the teachers of the school. In the Sonthal normal school it was at first necessary to begin to instruct the students from the very alphabet. As a consequence for some time it was not possible for men educated there to open village schools, but it has

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begun sending out a supply, and 12 of the 42 teachers now employed in the Sonthal villages have gone out from this normal school. At first it was necessary to employ any teachers that could be procured, but now a rule has been made that no man is given charge of a school who has not gone through a course of training in the normal school. Of the old class of teachers employed, two were decidedly superior to the others; they lived in villages near the borders of civilization, and had themselves attended indigenous Bengali pathshalas. Twelve of their pupils are now employed as Sonthal schoolmasters, and some of the number are quite equal, if not superior, to their former instructors. Twice a year all the Sonthal teachers are called together to a village centrically situated about twenty miles from Midnapur, and are examined by the Baptist Missionary. I make a point of attending this gathering whenever possible and taking my share in the examination. The results on each occasion are carefully tabulated; and it is pleasant to be able to say that whilst the course is slightly extended on each occasion, the marks gained have been also decidedly higher half-year after half-year, and that there is a great desire amongst the younger teachers to gain higher marks than those gained by the more experienced. Already several have passed in the race one of the two teachers, who were for some time the best, and are pressing close upon the footsteps of the other, who is obliged himself to study hard to keep his position. Besides reading, writing, and spelling, all that they at present learn is an easy arithmetic, or rather collection of Bengali tables, called "Dara-path;" the very elements of grammar (the formation of compound letters and words) and the definitions of the various terms used in geography.

The following is the information required by Government as far as normal schools are concerned:—

	Government.	Aided.	Total.
Normal schools	1	1	2
Number of teachers	2	3	5
Amount of fees realized	.....	.....	.....
" of Government grant	Rs. 6,172.	Rs. 1,200	Rs. 7,372
" from other local sources	.....	" 1,200	" 1,200
" total outlay was	Rs. 6,172	" 2,400	" 8,572
Number of scholars on last day of year	83	55	138
Average daily attendance	53	60	113

There is no comparison between these schools; the Government school is by much the superior. I lately had the pleasure to enrol amongst the pupils of the Government normal school the most intelligent and most advanced Sonthal I have ever seen. He has been

## APPENDIX A.

### *Burdwan Division.—Midnapur District.*

employed by the Mission as a visitor of their schools, and when trained—as he will understand better what a school ought to be—he will be much more useful than he now is. Of the students attending the Government school, all were Hindus. Since the establishment of this school one Muhammadan has joined, and though he at first opened a school in a village chiefly inhabited by his country men, his pupils have by degrees left him. Since the year came to an end a Christian Sonthal, as already said, has joined the school. In the aided normal school all the students are either Sonthal or Christian lads. I have inspected both these schools during the year.

**GIRLS' SCHOOLS.**—There are three girls' schools and one aided Zenana Association, from which I have received returns; but I am also aware of two other girls' schools in the town of Midnapur,—one supported by the residents in the station, the other kept up by the Baptist Mission for orphan girls (principally) taken in by them on the occasion of the famine six years' ago. There is also a private girls' school at Joykishnapur, in the north-east of the district, attended by 22 girls. Of these three latter schools, I have received no statistics; but they are attended by 70 or 80 girls. The three aided girls' schools managed by native gentlemen and situated in the towns of Midnapur, Tamluk, and the village of Chandpur, are attended by 72 girls; towards the cost of their education Government contributed during the year Rs. 372, whilst subscriptions in their support to the extent of Rs. 439 were raised. Girls in the mofussil will not pay schooling fees, but their parents often subscribe to the school. Of the 72 girls, 60 belong to the middle, and 12 to the lower classes of society. I have visited two of the three schools.

During the year the ladies connected with the Midnapur Baptist Mission and their assistants taught on an average 78 native ladies in zenanas in the town. At the close of the year there were only 60 under instruction; the falling off was due to the fact that a native lady in the town joined the Church of England; this of course led to the closure of many doors against Christian teachers. In the village schools there are 106 girls under instruction; last year there were 185. The falling off is due to the fact that teachers used to be paid for every girl who attended; now they are only paid for every girl who can read easy sentences and write on palm leaf.

**UNINSPECTED INDIGENOUS SCHOOLS.**—There are, by the police returns, 1,729 indigenous schools in the zilla entirely unconnected with Government, and attended by 19,174 students. It is believed that, owing to inquiries having been made on the subject, about 100 similar schools have been closed. The people cannot understand the reason for such inquiries. In their opinion, inquiry precedes taxation, and therefore some of the teachers of the smaller schools have closed them through fear of being taxed. Of course these men have attempted to hide the fact that they ever taught a school; they cannot therefore be found and re-assured. It will be seen, that each teacher has on an average 11 pupils only; the largest (average) schools are in thanna Midnapur. As might be expected, here the schools are attended, by on

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an average, 16·5 boys. The thannas in which the schools are next largest are Daspur in the north-east, Potaspur in the south-east, Garbeta in the north, Tamluk and Maslandapur in the east of the district. In all these thannas the average number of pupils in each pathsala is above 14. The smallest attendance is in thannas Gopiballavpur and Jhargram in the extreme west of the district; there, there are only respectively 5 and 6 pupils for each teacher. In Raghunāthpur, Contai, Egra, Satahattee, Dantun, and Bhogabanpur, all in the south-east, and in Narayāngar, just south of Midnapur, the pathsalas are attended by less than ten boys each. On the whole I am inclined to think the return fairly correct, as great care was taken. In every case is given the name of the teacher and the number of his pupils, whilst the actual numbers agree *nearly* with the estimates of my deputies; but I do not think it can be wholly relied on, since in thanna Potaspur we find 74 pathsalas attended on an average by 15 pupils, whilst in the adjoining thanna (Egra) we find only 23 pathsalas attended on an average by only 8 pupils.

On the whole it appears that in zilla Midnapur there are about 28,000 children under instruction, of whom about one-third are in schools regularly visited by officers of the Educational Department.

In each of the jails at Midnapur elementary instruction is given to all those who wish for it, the teachers also being prisoners; in the Central Jail fifty, and in the District Jail thirty men meet between 6 and 8 o'clock every evening. The number who attend school is larger in proportion to the number of prisoners in the District Jail. The Superintendent explains this by the fact that the prisoners are not so hard worked as are those in the Central Jail. In my opinion it would be good if every prisoner was obliged to attend school.

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*Burdwan Division.—Hooghly District.**From the Report of Mr. Woodrow.*

**HOOGHLY DISTRICT.**—The portion of the Hooghly zilla on the banks of the Ganges, lying between Tribeni and Calcutta, is better off, both in the number and quality of its schools, than any other part of my circle. The strip of land on which this singular development of education has taken place is about thirty-five miles long, and scarcely half a mile wide. It does not contain one per cent. of the area of the whole zilla (1,962 square miles), and yet some of the best schools in the whole Bengal Presidency are collected within its limits. The seven most distinguished of these schools are, (1) the Hooghly collegiate school, (2) the Hooghly branch school, (3) and (4) the Uttarpara and Howrah schools, all four under the management of Government; (5) the most successful aided schools in my circle, the aided school at Konnagar, (6) the Free Church aided school at Hooghly, and (7) the best mofussil unaided college, that at Serampore. Serampore College was founded in 1818. The entire expense of the buildings, about £15,000, was met by the private earnings of the Serampore missionaries—Carey, Marshman, and Ward. After the death of Dr. Marshman, the college for many years was carried on at a heavy annual cost by J. C. Marshman, Esq. On his departure from India in 1856, it was placed under the general direction of the Baptist Missionary Society, which has since contributed towards its support and become identified with its operations. Probably no European now alive has given so munificently to the cause of education in India as J. C. Marshman, Esq., who, on this ground and on others better known, deserves to be remembered as “The Friend of India.”

The Hooghly College is supported, partly by an endowment and partly by fees. The endowment is derived from a portion of the property left by a Mahomedan gentleman, named Mahomet Mohsim, of the Shia sect. His estate on his death was estimated as worth Rs. 45,000 a year, and in his will he divided it into nine portions, of Rs. 5,000 a year each, which he thus bequeathed—

I.	For the performance of certain religious rites and ceremonies, and for the repairs of the Imambara, &c., three shares, or ...	Rs. 15,000
II.	For the maintenance of certain establishments and payment of pensions, four shares, or ...	20,000
III.	For two trustees (each one share), of which “they were to have the absolute disposal” ...	10,000
		<hr/> 45,000 <hr/>

The trustees, appointed in 1806 on the death of the testator were subsequently accused of malversation, and the charge being proved, they in 1816 were dismissed. The Government then constituted itself one of the trustees and appointed another. The estate was let out in putni in 1817, a proceeding which cannot be sufficiently regretted. The

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history of all the great educational institutions in Europe shows that they have grown rich by a gradual increase in the worth of land. Their experience ought to prove to us that if an educational institution is to last for ages, its funds should be invested in land on long but terminable leases. The Government was justly entitled to do as it liked with its one-ninth share. The resolution of the Governor-General in Council, in October 1835, carried out the decision of the Privy Council and other courts. Though the present arrangement is legal, and the Mussulman community owe thanks to Government that unscrupulous trustees were not permitted to dissipate the property of the testator, yet it is possible that conduct strictly legal and rigorously upright has not conciliated the goodwill it has merited. More money should be spent specially on Mussulmans. Under the present system of accounts the charity appears to spend money where it ought not to spend, to save where it ought not to save, and to obtain no credit for what it really spends on behalf of Mussulmans.

The fees are derived chiefly from Hindus, who pay from two to five rupees monthly, while Mussulmans pay only one rupee; yet the accounts shew that each student, Hindu or Mussulman, costs the charity the same sum, which is not the fact. Money is thus represented to be spent on Hindus which is not spent on them.

Moreover, instruction at Hooghly is rented, as it were, to students at less than its primary cost. It is worth more than the price paid for it, whether the recipients be Hindus or Mahomedans. If Mahomedans are allowed to buy the article at less than a third of the price paid by Hindus, the remaining two-thirds of the price are really, though indirectly, paid by the charity solely for Mussulmans. The difference in fees paid by Hindus and Mussulmans is a clear gain to the latter, and ought to be drawn in a monthly bill and debited to the charity. Hence the charity spends money on Mussulmans, but omits to take credit for the fact.

Again, the expenditure on the Arabic Department is incurred solely for the sake of Mussulmans, and ought to be debited to the charity and not to the general account. Moulavees are liberally entertained in the college and school for the sake of the Mussulman students, and their salaries ought to be debited in the same way. In these cases the charity appears to save where it does not, and where it ought not, to save.

After the payments of the charges for the Imambara, the utmost amount that the testator contemplated to be ultimately available for "pious uses," other than public worship and feeding the Mussulman poor, was Rs. 20,000. Fostered by Government management, and its gift of its share of Rs. 5,000 a year, these Rs. 20,000 have grown to Rs. 54,000 a year. To benefit the poor, whatever might be their race or creed, was one of the ultimate objects of the Rs. 20,000, for Mussulmans alone benefited by the Rs. 15,000 devoted to the Imambara. Hence it seems quite in accordance with the testator's views that, if a substantial portion of the Rs. 20,000 were spent on Mussulmans, the remainder should be available for the general good of the community. Considerably more than Rs. 20,000 are spent on Mussulmans.

*Burdwan Division.—Hooghly District.*

**DEPUTY INSPECTORS.**—Hooghly, exclusive of Jahanabad, is supervised by three Deputy Inspectors, one of whom takes the southern portion containing the district of Howrah, and the other two the northern portion containing Hooghly and Serampore. One of the latter Deputy Inspectors does not know enough English to examine a higher class school; hence the English schools in his circle are inspected by his colleague.

The schools under each Deputy Inspector are shown in the accompanying table:—

Civil sub-division.	School circle.	Name of Deputy Inspector of Schools.	Salary of Deputy Inspector.	Date of appointment of Deputy Inspector.	Number of schools in his circle.
Howrah ... ..	South ...	Madhab Chandra Tarkasidhanta.	Rs. 150	7th May 1855 ...	51
Hooghly ... ..	North ...	Ambika Charan Basu ...	.. 100	9th July 1859 ...	73
Serampore ...	Central ...	Navagopal Tarkalankar ...	.. 75	19th Feb. 1864 ...	68

Pandit Madhab Chandra Tarkasidhanta is the senior Deputy Inspector in my circle, and, I believe, in the whole of Bengal, having been appointed in May 1855 to inspect the model schools established by Sir Frederick Halliday, and placed under the inspection of Pandit Ishvar Chandra Bidyasagar. Pandit Madhab Chandra Tarkasidhanta is one of the best Sanskrit scholars in Bengal, and his profound learning entitles him to great respect. He is now getting somewhat old, and fever, arising from the malaria of Hooghly, has reduced his strength. Still his services are acceptable to his schools, and his reports and returns, though long on their way, are good when they do arrive.

Pandit Navagopal Tarkalankar is also a good Sanscrit scholar. He was appointed to the inspection of patshalas when the system of the improvement of such schools was started and placed in the charge of Babu Bhudev Mukherja.

Babu Ambika Charan Basu was head master of the aided school at Ilsoha Mondlye, and afterwards fifth master at the Berhampur College. On the transfer of Babu Haran Chandra Chatterji to Hazaribagh, he succeeded to the work as Deputy Inspector of Schools in the northern portion of Hooghly, and of English schools in the central portion. He is a good, serviceable officer.



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*The Creed of the Pupils and Teachers in Government Aided and Unaided Schools in Hooghly.*

DESCRIPTION OF SCHOOLS.	Number of schools.	HINDUS.		MUSSULMANS.		CHRISTIANS.		TOTAL.	
		Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.
<i>Higher schools.</i>									
Government ...	4	1,178	48	102	5	11	2	1,291	55
Aided ...	21	2,356	114	32	...	16	7	2,404	121
Total ...	25	3,534	162	134	5	27	9	3,695	176
Unaided ...	3	...	...	...	...	...	...	729	32
Total ...	28	...	...	...	...	...	...	4,424	208
<i>Middle schools.</i>									
Govt. ... { English ...	1	130	5	...	...	...	...	130	5
Govt. ... { Vernacular ...	5	510	17	4	...	...	...	514	17
Aided... { English ...	23	1,303	97	31	1	45	2	1,469	100
Aided... { Vernacular ...	58	3,233	164	77	...	8	...	3,318	164
	90	5,266	283	112	1	53	2	5,431	286
Unaid- { English ...	2	83	6	2	...	...	...	85	6
ed. { Vernacular ...	1	30	2	...	...	...	...	30	2
	3	113	8	2	...	...	...	115	8
Total ...	93	5,379	291	114	1	53	2	5,546	294
<i>Primary schools.</i>									
Aided ...	55	1,063	59	276	2	1	...	1,940	61
Unaided ...	1	...	2	...	...	...	...	41	2
Unaided pathshalas ...	245	6,636	245	...	...	...	...	6,636	245
<i>Normal schools.</i>									
Government ...	1	105	3	4	...	...	...	109	3
<i>Girls' schools.</i>									
Aided ...	22	576	27	...	2	58	8	634	37
Unaided... ..	...	...	...	...	...	...	...	...	...
Total of Government and aided schools. ...	193	11,144	534	526	10	139	19	11,809	563
and									
Total of unaided schools	252	6,790	255	2	...	...	...	7,521	287

## Burdwan Division.—Hooghly District.

Return of the Hooghly District, including Hoorah and Serampore.

	Number of schools.	Number of pupils on the 31st March 1872.	Average daily attendance.	RECEIPTS.					Expenditure.	Number of teachers.	Cost to Government.	Total cost.
				From imperial funds.	FROM LOCAL FUNDS.		Total.					
					Fees and fines.	Other local sources.						
Higher schools.*												
Government ... ..	4	1,231	1,093	2,919 9 7	Ra. A. P. 31,479 13 0	Ra. A. P. 13,374 0 7	Ra. A. P. 47,973 7 2	Ra. A. P. 50,787 15 1		Ra. A. P. 2 8 3	Ra. A. P. 48 11 3	
Aided ... { Missionary ...	5	568	418	3,060 0 0	4,472 2 0	5,298 10 0	12,830 12 0	12,903 3 6				
{ Other Christian ...	1	81	75	428 2 0	902 4 0	1,090 0 0	2,430 6 0	2,453 8 6				
{ Native ... ..	15	1,757	1,275	8,584 11 0	16,719 0 6	9,962 13 0	34,666 8 6	34,045 6 6				
Total Aided ...	21	2,404	1,768	12,072 13 0	22,093 6 6	15,751 7 0	49,917 10 6	49,407 2 6		4 13 6	19 13 2	
Total of higher schools ...	25	3,695	2,861	14,992 6 7	53,573 3 6	29,425 7 7	97,891 1 8	1,00,194 15 7		4 1 7	27 6 8	
Unaided schools ... { English ...	2	398	322	.....	2,298 15 0	2,537 15 9	4,836 14 9	4,848 6 9				
{ Vernacular ...	1	331	.....	.....	.....	.....	.....	.....				
Total Government ...	6	644	483	1,705 5 0	3,206 1 9	102 0 0	5,013 6 9	5,008 4 9		3 5 4	9 15 9	
Aided ... { Missionary ... { English ...	2	87	64	444 0 0	371 12 0	516 4 0	1,332 0 0	1,332 0 0				
{ Vernacular ...	6	206	143	834 0 0	283 13 0	574 3 0	1,692 0 0	1,692 0 0				
{ Other Christian English ...	2	141	96	1,350 0 0	2,247 7 6	374 10 6	3,972 0 0	4,064 9 10				
{ Native ... { English ...	22	1,241	939	7,214 1 0	7,503 15 0	7,116 8 0	21,534 8 0	21,788 15 6				
{ Vernacular ...	52	3,112	2,351	9,582 7 0	9,723 7 9	8,782 10 3	28,067 9 0	28,097 1 3				
Total Aided ...	84	4,787	3,592	19,424 8 0	29,129 7 3	17,364 3 9	56,918 3 0	56,974 10 7		4 0 10	13 15 6	
Total of middle schools ...	90	5,431	4,075	21,129 13 0	23,335 9 0	17,466 3 9	61,931 9 9	61,982 15 4		3 14 2	11 6 4	
Unaided, English ...	2	85	74	.....	327 15 6	654 0 0	987 15 6	981 0 0				
{ Vernacular ...	1	30	11	.....	33 11 6	163 4 6	197 0 0	197 0 0				
Total ...	3	115	85	.....	361 11 0	817 4 6	1,178 15 6	1,178 0 0				



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**SCHOOLS IN HOOGHLY.**—Exclusive of the sub-division of Jahanabad, the Hooghly district contains 445 schools known to the Educational Department, with 19,330 pupils on their rolls, and taught by 850 masters. The population of Hooghly by the last census is said to amount to 1,491,621 but as I do not know the population of the sub-division of Jahanabad, which is under Mr. Martin's inspection, I cannot make the comparison of schools and people which I have given for other zillas. In Hooghly there are on the average 43 pupils to a school, and 23 to each teacher. In 100 schools there are 191 teachers: among every 100 pupils there are 96 Hindus, 3 Mussulmans, and 1 Christian. More than half the 538 Mussulman pupils are in primary schools. The repugnance of Mussulmans to higher education is strongly marked.

Only 193 schools of all classes in the Hooghly zillas submitted statistics of income and expenditure. They contained 11,809 pupils, were instructed by 563 teachers, received from Government Rs. 52,455, collected by fees Rs. 81,440, obtained by subscriptions or endowment Rs. 52,214; their income was Rs. 1,86,109, and the expenditure exceeded the income by Rs. 2,018, and took place among the higher class aided English schools. The excess was provided from the balance of last year's subscriptions. The total annual cost of each pupil's education was Rs. 14-7-9, out of which Government contributed Rs. 7-2-6. The total averages are disturbed by the two opposite facts, that the Hooghly collegiate school cost Rs. 26,223 and did not receive anything from Government, while the Hooghly normal school cost Rs. 10,851 and received from Government Rs. 9,515, and only Rs. 1,336 from fees and other sources. These 193 schools have 61 pupils to a school and 21 to each teacher. Hence the schools receiving money from Government are much larger than the other schools. In fact, 245 unaided patshalas have in them 6,636 pupils only, or 27 pupils to a school. They have one teacher to each patshala.

The average number of pupils in the schools in Hooghly is considerably larger than that in other districts. The number of pupils to a teacher is much the same as elsewhere.

The attendance in the 199 schools, which have furnished complete statistics is 75 per cent., or just one boy in every four on the rolls is always absent. Considering the prevalence of malarious fever in the western portion of Hooghly, the percentage of attendance, which nearly equals that in Nuddea, may be considered good.

The advantage of a simple relation between the number on the roll and the number in attendance is, that we can pass readily from the cost of each student in the one case to his cost in the other. Here, in Hooghly, the average cost of each pupil in attendance is one-third part more than the cost of each pupil on the roll; and on the other hand, the cost of each pupil on the roll is one-fourth part less than the cost of each pupil in attendance. The Government of India ordered the cost of each pupil to be calculated by the average monthly number on the roll. The Bombay reports take the cost on the average of attendance. The cost in this report is taken on the average number on the rolls, but

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the cost of each boy on the average attendance can be found, as we have seen, by adding one-third part to the cost per head deduced from the number on the roll.

The schools in Hooghly are pre-eminently the schools of the middle class of society. This arises from the absence of patshalas, the village school system not having been regularly introduced into Hooghly, and the uninspected village schools not giving statistics. In every average 1,000 pupils in 199 Hooghly schools, including unaided schools, there were 10 from the higher classes of society, 666 from the middle, and 323 from the lower, and one whose parentage was not known. Two-thirds of the pupils therefore are from the middle classes. We find the average 1,000 pupils to be distributed among the schools in the following manner:—331, or just one-third, in higher English schools; 448, or 45 per cent., in middle schools; 161 in primary schools, 51 in girls' schools, and 9 in normal schools. It is evident that one of the chief wants of Hooghly is an extension of primary education among the masses.

**HIGHER SCHOOLS.**—There are 28 higher schools in my portion of the Hooghly zilla, of which 4 are under the entire management of Government, 21 are aided schools, and 3 are unaided. On the 31st March the Government schools had 1,291 pupils, the 21 aided schools 2,404 pupils, and the 3 unaided schools 729. The Government schools contain on the average 322 boys, the aided schools 114, and the unaided schools 242. Hence the Government schools are three times as large as the aided schools. Among the unaided schools is the large collegiate school of the Serampore mission. The daily attendance in Government schools bears a higher proportion to the number on the roll than in the aided schools. The cost to Government of each boy in the Government schools was Rs. 2-8-3 a year, and of each boy in the 21 aided schools Rs. 4-13-6.

Some people still entertain the erroneous notion that Government schools are more expensive than other schools. A glance at the accounts of the excellent Government schools in Hooghly zilla will dissipate the delusion. The Hooghly collegiate school is not included, as it is supported by endowment. Howrah school last year did not touch a pice of its assignment, and not only was self-supporting, but returned a clear profit of Rs. 48-15-6 to Government after every expense was paid. The cost to Government of each boy's education was nothing. The fees and the numbers on the roll at Howrah in the last five years were as follows:—

Year ending 31st March.	Number of pupils.	Fees and fines.
1868	223	3,776
1869	272	6,275
1870	318	7,840
1871	329	8,587
1872	328	9,116

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The aided higher school at Sibpore, a mile and a half from Howrah school, cost Government Rs. 681, and collected in fees and subscription Rs. 2,289. Its average number on the rolls was 157, and the average cost to Government of each pupil was Rs. 4; yet people tell me that aided schools, of which Sibpore is a fair specimen, are necessarily cheaper to Government than Government schools.

Uttarpara school, contained 213 boys, and cost Rs. 6,726. The receipts were Rs. 8,026, of which sum fees and fines supplied Rs. 5,327, and invested savings Rs. 300. The endowment of Rs. 1,200 liberally made by the Uttarpara zemindars, Joykissen and Rajkissen Mukherji, was met by the Government equivalent, so that the school year terminated with a profit of Rs. 1,300, which will be duly funded. The funded savings of the Uttarpara school now amount to Rs. 11,500, invested in Government securities, and Rs. 1,317 not yet invested.

The cost to Government of the education of each boy at Uttarpara was 15 annas for the whole year. If the savings are also considered, the cost rose to Rs. 5-10-1. The yearly cost to Government at Barrackpore was Rs. 4-4, and at Baraset Rs. 16-1. The Hooghly branch school had 259 pupils, who cost Government Rs. 2,720, and who paid in fees, &c., Rs. 5,751, or more than double the Government allowance. The annual cost to Government of each pupil was Rs. 11-9. The four schools in Hooghly stand among the twenty-two best of the many hundred of higher schools in the entire Bengal Presidency. The great Hindoo and Hare schools in Calcutta did not cost Government anything this year. Each yielded a clear profit after every expense was paid. In the university examination they stood 1st and 2nd, the Hooghly collegiate school 3rd, and the Uttarpara, Howrah, and Hooghly branch schools, 11th, 14th, and 22nd, among 238 competing schools in the Bengal Presidency and Ceylon. Three of these Government schools are not only self-supporting, but yield a profit. The Uttarpara and Hooghly branch schools are neither of them expensive, and they both stand high on the list. When, therefore, partizans talk of the great expenditure of Government schools as compared with aided schools, they do not fairly represent the state of the case. Several Government schools are absolutely cheaper to Government than neighbouring aided schools, but Government has schools in Chota Nagpore, Orissa, Assam, and other outlying regions, where fees are low and establishments costly. If Government did not support such schools, there would probably be no schools at all in those parts. Their expense is an honor to Government, and requires no apology whatever. The other expensive schools are the Sanscrit collegiate school, the Madrassa and the Mofussil collegiate schools. The expenditure on the first two is usually defended on philological and political grounds, and the expenditure in the last-named school is in the course of rapid reduction.

The 25 higher schools in Hooghly cost Government Rs. 14,992, raised in fees Rs. 53,573, and from endowment and subscriptions Rs. 29,325. They expended Rs. 1,00,195. Government contributes a trifle in excess of one-seventh part of the total cost, which is Rs. 27-6-8 a head. These 25 schools contain 3,695 boys, are taught by 176

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teachers, thus giving on the average 7 teachers and 148 pupils to each school. Each master teaches on the average 21 boys. Of the 3,695 pupils, 3,534 are Hindoos, 184 Mussulmans, and 27 Christians; and of the 176 teachers, 162 are Hindoos, 5 Mussulmans, and 9 Christians. The Mussulmans are all employed in the Hooghly collegiate school. The Madrassa attached to the collegiate school is not entered in the Inspector's returns.

From the social position table we see that 331 in every 1,000, or just one-third, are in higher English schools. Of the 331, 4 are of the higher classes of society, 276 from the middle, and 51 from the lower.

**MIDDLE CLASS ENGLISH SCHOOLS.**—The Government model school of this class at Hooghly was the second of all the middle English schools in the central division at the last minor scholarship examination, being beaten only by the Calcutta Government model school. It was self-supporting, but the fact of its being the best mofussil school of its class in the division, perhaps in all Bengal Proper, and of its costing nothing to Government, could not save it from abolition. The school had to be removed to the Hooghly barracks, and it was feared that in its new locality it would take away pupils from the collegiate school. It will be cut down in the height of its honor and usefulness.

I think it would have been desirable if Government had drawn a distinction, in the statistical form, between the English and Vernacular schools of the middle class. I have ventured to separate the statistics in some measure, as Inspectors were permitted to add further information, but I could not presume to alter the form. The simple fact that 1,599 boys in 27 English schools paid Rs. 11,456 as fees or Rs. 7-2-6 each, while 3,832 boys in 63 Vernacular schools paid Rs. 11,879 only, or Rs. 3-1-4 each, shows that people willingly pay for English more than double what they pay for Vernacular instruction; and this fact proves that there is so essential a difference in the schools, that they deserve to be considered separately.

The 27 middle English schools are taught by 105 teachers, of whom 102 are Hindoos, 2 Christians, and 1 Mussulman. Of the 1,599 pupils, 1,523 are Hindoos, 31 Mussulmans, and 45 Christians. The Mussulmans form less than 2 per cent. of the pupils.

**VERNACULAR SCHOOLS.**—The 5 middle class Government Vernacular schools, containing 644 boys, cost the State last year Rs. 1,705, or Rs. 2-10-4 a head. The 84 aided middle aided schools, containing 4,787 boys, cost the State Rs. 1,94,211, or Rs. 4-0-10 a head. I have little doubt that partizans, with inconceivable perversity, will here again argue that Government schools costing Rs. 2-10-4 a head ought to be abolished, and their place taken by aided schools costing Rs. 4-0-10 a head. As to the results the Hooghly middle English school stood at the head of mofussil English middle schools, and of the 5 Vernacular Government schools, Sheakhala and Hooghly model schools stood 1st and 3rd among the Vernacular schools of Hooghly, and 2nd and 5th among all the schools of the educational circle, and two others did well. The 5th has lately been established at Goneshpur, in the southern extremity of the zilla, near Diamond Harbour, where schools are almost unknown and could not

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yet compete in the examinations. The most expensive of the Government Vernacular schools is of course this poor out-of-the-way school at Goneshpur, each boy in it costing four times as much as each pupil at Hooghly or Uttarpāra, and three times as much as each pupil at Sheakhala, yet it is an expenditure which ought to be maintained; for if Government does not establish schools in the southern parts of the zilla, no one else will. The zemindars in the southern part maintain only the English school at Bagnan and Mughkalliyan, and have no vernacular or primary schools.

The 63 vernacular Government and aided schools with 3,832 pupils were taught by 181 teachers. Of the pupils, 3,747 were Hindoos, 81 Mussulmans, and 8 Christians; the 181 teachers were all, without exception, Hindoos. Somewhat more than two per cent. of the pupils were Mussulmans. It is thus evident that Mussulmans in Hooghly are even less numerous in the middle English and Vernacular schools than in the higher schools; but this fact is due to many Mussulmans attending the Hooghly collegiate school.

**PRIMARY SCHOOLS.**—Only 59 primary schools received Government aid; of these 29 are managed by missionaries. These schools are connected with the Free Church of Scotland, and lie in the northern portion of the zilla within rideable distances from Mohanad, where the Rev. Jagadishwar Bhattacharjee has his head-quarters. The sum spent by Government on primary education was Rs. 2,603, 5 per cent. of the total sum spent on education generally in the zilla. These facts shew incontestably that in spite of the wonderful development of higher and middle education in Hooghly, primary education has been neglected. The pathsala system, or some similar plan, requires to be introduced and developed in Hooghly.

In primary schools the statistics of aided schools are the only ones available. We find in 55 aided primary schools and pathsalas, attended by 1,940 and taught by 61 teachers, that among the pupils there are 1,663 Hindoos, 276 Mussulmans, and 1 Christian; and among the teachers, 59 Hindoos, 2 Mussulmans, and no Christian. Among the pupils 16 per cent. are Mussulmans. As the Free Church mission has 21 aided lower class schools in Hooghly, superintended by Christian converts, the fact that not one village teacher is a Christian is remarkable. The Church Missionary Society has a circle of 8 primary schools in the neighbourhood of Panchla, and for them also there is no village teacher who is a Christian. Christian instruction in both these cases is given by the superintendents, who visit the schools frequently.

**GIRLS' SCHOOLS.**—The girls' schools in Hooghly number 22; they had 634 on the roll on the 31st March, 568 on the roll for the monthly average, and 382 in daily attendance. This shews that at the end of the year the number of pupils was fast increasing. The attendance, however, is only 67 per cent. One girl in every three is always absent, and not only learns nothing herself, but keeps back the other two, for she causes time to be wasted in unnecessary repetition. Since we speak on the result of averages, the other two girls will act just in the same manner, and therefore the first girl will lose two days by her own absence,



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and a portion of her own four working days by the repetition necessary from the absence of each of her two class friends. Half her school time is lost through absences. Irregularity of attendance is, as I have often shewn, the great bane of girls' schools. The best girls' schools in the zilla are those of Uttarpara, Bali, Konnagar; next to these are the schools at Serampore and Ghutea Bazar, in the town of Hooghly. These are not only the best, but, with the exception of Bali, the largest girls' schools in the zilla. Uttarpara and Ghutea Bazar, the two largest schools, have 49 and 53 girls on the rolls respectively.

The Hitakari Shava of Uttarpara has published a report of its exertions in the cause of female education. The schools which compete in the Hitakari examinations are the best schools in the zilla, but they were the best schools before the association began its operations: Uttarpara, Konnagar, and Bali, have for years been mentioned as the best schools of the circle. Still the operations of the Sobha are exceedingly useful. The comparison of the girls' schools with primary boys' schools give these singular results: 382 girls in average attendance receive Rs. 4,215 from Government, besides Rs. 192 in scholarships; 1,503 boys in average attendance receive only Rs. 2,603 and no scholarships. This disparity ought to be adjusted. It should, however, be said in explanation that in the girls' schools three-fourths of the pupils are from the middle ranks of society, and only one-fourth from the lower ranks; while in the primary schools for boys two-thirds of the pupils are from the lower ranks; and that in Vernacular schools the middle class schools expect more money from Government than the lower class.

Among the 634 girls at school, 576 are Hindoos, 58 are Christians, and none are Mussulmans. Among the 37 teachers we find 2 Mussulmans and 8 Christians.

ENTRANCE EXAMINATION.—The University Entrance Examination determines the character of the higher schools. I have arranged the schools in Hooghly according to the results of this examination, and merit marks of the value of 3, 2, 1, are assigned for a place in the 1st, 2nd, and 3rd divisions. It will be seen that the four Government schools stand by themselves at the head of the list, and they hold this position, not because Government spends on them the most money, for that has been shewn not to be the fact, but because they have the best masters and the highest reputation. It is most desirable that the excellent work of these meritorious officers should be duly appreciated. Their industry, ability, and good management, deserve our warmest thanks. It is the fashion now-a-days to disparage work done by Government officers, but I can assure the masters of our schools that I do not disparage their labors. Having no official connection with the Hooghly collegiate and branch schools, which are managed by the Principal of the College, I refrain from giving the praise due to the excellent masters of these schools. But Howrah and Uttarpara are under my direct control: and to Baboos Radha Govinda Das of Howrah and Bonamali Mitra of Uttarpara I offer my sincere thanks. Uttarpara this year was somewhat more successful than Howrah; but in the

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year 1869 Howrah had 3 out of the best 4 students of the year, when Tara Prasanna Sen Gupta, one of its pupils, stood at the head of the whole list and carried off the prize of Rs. 500 given by Sir Stafford Northcote. These schools are both cheap schools. Howrah is self-supporting, and Uttarpara, from the circumstances of its endowment, is accumulating riches.

*Result of Entrance Examination in Hooghly, including Howrah and Serampore.*

SCHOOLS.	PASSED IN			Total.	Merit marks.
	1st division.	2nd division.	3rd division.		
Hooghly Collegiate, Government ...	6	15	6	27	54
Uttarpara, Government ...	6	2	6	14	28
Howrah, Government ...	3	4	5	12	23
Hooghly Branch, Government ...	2	4	2	8	16
Konnagar, Aided ...	1	4	1	6	12
Serampore Collegiate, Unaided ...	.....	5	1	6	11
Chinsurah Free Church, Aided ...	.....	4	1	5	9
Jonye Training, Aided ...	.....	3	1	4	7
Ballagar, Aided ...	.....	2	1	3	5
Salkea, Unaided ...	.....	2	1	3	5
Ilsoha Mondlye, Aided ...	.....	1	1	2	3
Dogghara, Aided ...	1	.....	.....	1	3
Chinsurah Hindu School, Unaided ...	.....	.....	3	3	3
Andul, Aided ...	1	.....	.....	1	3
Amta, Aided ...	.....	1	.....	1	2
Bagnan, Aided ...	.....	1	.....	1	2
Bhastara, Aided ...	.....	1	.....	1	2
Shibpore, Aided ...	.....	.....	1	1	1
Bansberia Free Church, Aided ...	.....	.....	1	1	1
Total ...	20	49	31	100	189

The whole of the collegiate and higher schools, whether supported by Government or aided or unaided, in the North-Western Provinces passed at the last entrance examination 95 students, whose merit marks were 175. This narrow strip of land of Hooghly, was therefore more successful than the whole of the North-Western Provinces.

The junior scholarships awarded on the result of the examination were as follows:—

	First grade.	Second grade.	Third grade.	Total.	REMARKS.
Hooghly Collegiate School ...	1	1	4	6	
Uttarpara, Government school ...	.....	3	3	6	
Howrah ...	.....	.....	3	3	
Hooghly Branch ...	.....	1	1	2	
Andul, Aided ...	.....	.....	1	1	
Konnagar ...	.....	.....	1	1	
Dogghara ...	.....	.....	1	1	
Total ...	1	5	14	20	All these scholars were Hindoos.

**MINOR SCHOLARSHIP EXAMINATION.**—To this examination 18 schools sent up 64 candidates; one student passed in the 1st division, 12 in the second, and 25 in the third, and 26 were unsuccessful. The fact of

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three boys in eight paying the examination fees and being unsuccessful, shows that the standard of difficulty in the examination was firmly maintained. All the successful candidates, without exception, were Hindoos. Only one scholarship was awarded, and that fell to a student of Bhanderdaha school.

**VERNACULAR SCHOLARSHIP EXAMINATION.**—This examination is to Vernacular middle schools what the junior scholarship examination is to higher schools. It is anxiously regarded by the senior pupils of all the Vernacular schools, whether they are or are not candidates. Out of 135 candidates who appeared, from schools in Hooghly, 121 were successful, and they were all Hindoos. Of these candidates 30 passed in the first division, 47 in the second, and 44 in the third.

The Vernacular scholarships are very hard to win in Hooghly for its schools send up pupils who stand at the top of the list. At the last Vernacular scholarship examination, Hooghly filled the first 5 places and 12 out of the first 14 places on the list. The last gainer of a four-year scholarship in Hooghly was much higher than the first student of Nuddea and Baraset.

The schools of Hooghly stood in the following order according to merit marks on the general list at the last Vernacular scholarship examinations:—

SCHOOLS.	Merit marks.	Four-year scholarships awarded.
Sheakhala model ... ..	2nd	2
Konnagar ... ..	3rd	4
Hooghly model ... ..	5th	
Rishra ... ..	7th	
Ballabhpore ... ..	13th	
Balee (Barrackpore)* ... ..	16th	2
Serampore ... ..	21st	

Of the winners of the four-year Vernacular scholarships, 2 were Brahmins, 4 Kayasthas; 1 a Baidya, and 1 a Kaybarta.

The one-year scholarships tenable in a normal school are much less desired than the four-year scholarships tenable in a higher school, and consequently are given lower down on the list. They were awarded as follows:—to Sheakhala 2, Konnagar 1, Hooghly model 2, and 1 each to Injershaha, Ampta, Chanditola, and Balee (Barrackpore). Of these 9 scholars, 5 were Brahmins, 2 Kayasthas, and 2 Navashaks.

Not knowing the population of Jahanabad, I cannot compare the proportion of those who pass the Entrance, Minor, and Vernacular scholarship examinations with the total population. Two candidates passed the Entrance Examination from schools in Jahanabad, and therefore 102 students, in a population of 1,491,621, passed this year the

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Entrance Examination, or one for every 14,623 of the population. Estimated by this test I believe that Hooghly will be found educationally the most advanced district of all Bengal.

**THE FEVER.**—All the examinations would have been better attended had not the western portion of the district been desolated by the malarious fever, which has thinned the attendance at schools and enfeebled both pupils and teachers. The reports of the Deputy Inspectors notice at length its ravages.

The principal supporters of education in the district of Hooghly are as follows :—

The Free Church of Scotland.	
The Hitakari Sabha ...	Uttarpara.
Babu Jaykissen Mukhurji ...	Uttarpara.
„ Rajkissen Mukhurji ...	Uttarpara.
„ Bijoykissen Mukhurji ...	Andul.
„ Jogendra Nath Mallick ...	Chinsurah.
„ Durga Charan Laha ...	Sultagnacha.
„ Madhusudan Mukhurji ...	Bhastara.
„ Jagnesvar Sinha ...	Dasghara.
„ Man Govinda Bisvas ...	Konnagar.
„ Siva Chandra Dev ...	

The Free Church of Scotland maintains the following schools in Hooghly :—

NAMES OF SCHOOLS.	Amount of monthly grant.	Amount of local contribution per month.
<i>Higher Class Schools.</i>	Rs. A. P.	Rs. A. P.
Chinsurah ...	190 0 0	774 0 0
Bansberiah ...	42 0 0	93 0 0
Mohanad ...	45 0 0	105 0 0
Sonatigri ...	45 0 0	90 0 0
Total ...	322 0 0	1,062 0 0
<i>Middle Class English.</i>		
Dhamashin ...	21 0 0	42 0 0
Pownen ...	52 0 0	64 0 0
Total ...	53 0 0	106 0 0
<i>Middle Class Vernacular.</i>		
Mohanad ...	15 0 0	15 0 0
Dhamashin ...	15 0 0	15 0 0
Sonatigri ...	13 0 0	13 0 0
Potna ...	14 0 0	14 0 0
Palta ...	11 0 0	11 0 0
Bansberiah ...	10 0 0	12 0 0
Total ...	78 0 0	80 0 0
Carried over ...	453 0 0	1,248 0 0

\* Not one half of this grant was drawn.

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NAMES OF SCHOOLS.	Amount of monthly grant.	Amount of local contribution per month.
	Ra. A. P.	Ra. A. P.
Brought forward ... ..	453 0 0	1,248 0 0
<i>Lower Class Vernacular</i>		
Mohanad circle, consisting of 14 schools ... ..	40 0 0	40 0 0
Mohanad night, consisting of 7 schools ... ..	23 0 0	23 0 0
Sonatigri night ... ..	6 0 0	6 0 0
Total ... ..	69 0 0	69 0 0
<i>Girls' Schools.</i>		
Bansberiah ... ..	15 0 0	15 0 0
Tribeni ... ..	11 8 0	11 8 0
Palba ... ..	7 8 0	7 8 0
Dhamashin ... ..	7 8 0	7 8 0
Sbatithan ... ..	7 8 0	7 8 0
Belun ... ..	7 8 0	7 8 0
Photba ... ..	7 8 0	7 8 0
Total ... ..	64 0 0	64 0 0
Grand Total ... ..	586 0 0	1,381 0 0

The table of social position in Hooghly is too diffuse to be printed *in extenso* for each zilla. I therefore reluctantly omit it. Its main facts have been noticed in the preceding pages. The following is the summary of it:—

*Synopsis of the Social Position Table for Pupils in schools of Hooghly, including Howrah and Serampore.*

CLASS OF SCHOOLS.	Number of schools.	Number of pupils.	SOCIAL STATUS.			Unknown.
			Upper.	Middle.	Lower.	
Higher ... ..	27	4,093	51	3,406	635	1
Middle English ... ..	29	1,684	11	1,223	451	.....
Middle Vernacular ... ..	64	3,863	42	2,443	1,378	1
Primary ... ..	56	1,431	5	607	1,369	.....
Girls' ... ..	23	654	8	463	149	9
Normal ... ..	1	109	.....	64	45	.....
Total ... ..	199	12,363	117	8,240	3,995	11

*Average Distribution of every 1,000 Students.*

Higher ... ..	331	4	276	51	.....
Middle English ... ..	136	1	101	64	.....
Middle Vernacular ... ..	312	3	198	111	.....
Primary ... ..	161	1	48	111	1
Girls' ... ..	51	1	38	12	.....
Normal ... ..	9	.....	5	4	.....
Total ... ..	1,000	10	666	323	1

[End of the extract from Mr. Woodrow's report on the Hooghly Zilla.]

*Burdwan Division.—Hooghly District.*

## JAHANABAD SUB-DIVISION.

*From the report of Mr. R. L. Martin.*

SUB-DIVISION JAHANABAD—This tabular statement shows the figures required by His Honor for each class of schools in the sub-division of the Hooghly district:—

	Number of schools.	Number of masters.	Amount of fees realized.	Amount of Government grant.	Amount of subscriptions, &c.	Total outlay on the schools.	Number of scholars on last day of year.	Average daily attendance during year.
			Rs.	Rs.	Rs.	Rs.		
Higher schools, aided ... ..	3	13	769	1,246	1,428	3,679	189	112
Ditto, unaided ... ..	2	36	815	.....	2,775	3,550	247	178
Middle schools, English, aided ...	12	44	2,640	4,020	4,500	11,165	801	454
Ditto, Vernacular, Government	3	19	799	1,133	154	2,086	240	103
Ditto, ditto, aided ... ..	12	28	722	1,794	1,570	4,094	474	344
Ditto, ditto, unaided ... ..	2	4	344	744	450	638	78	47
Primary schools, aided ... ..	22	24	490	1,033	110	1,644	711	490
Girls' schools, aided ... ..	2	3	.....	136	156	292	59	38
Total on the books of the Educational Department ... ..	58	142	6,388	9,415	11,143	27,143	2,575	1,854
Unaided Primary Schools estimated at ... ..	*357	357	11,613	.....	.....	11,613	7,742	5,000
Grand total ... ..	415	499	18,001	9,415	11,143	38,761	10,317	6,854

\* These are the numbers given by the police.

† The grant was withdrawn from the school after it had been paid for a few months.

The last was a very difficult year for an educational officer in charge of the schools in Jahanabad. Fever raged to a greater extent than ever before, and for a long time some of the schools were very badly attended. It was not possible to turn adrift a number of masters simply because they themselves and their pupils were labouring under an illness which was almost a plague. The collections from schooling fees necessarily fell off, and many subscribers died. Had the Government money been withdrawn to any great extent, the school would have collapsed altogether. From five schools, where the number of scholars became very small, and where the management had never been good, the grant was withdrawn. Their place was taken by five new improved village schools, opened elsewhere in the district. The Jahanabad school was reduced from a higher to a middle English school, and with the money so saved grants were made to English schools at Ghatal and Bhangamura, and to a girls' school in a suburb of Ghatal. Any other change in the number of schools was due to a redistribution of the boundary of my deputies in Midnapur and Jahanabad, when one Government vernacular school and seven village schools, situated almost on the boundary line, but really in Hooghly, were transferred to the charge of the Jahanabad Deputy Inspector. As a consequence 58 schools

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appear on my books *as in this sub-division* at the end of 1871-72, against 48 in the preceding year; but with the ten more schools the number of pupils is only just kept up. That this is so is, considering the adverse circumstances, satisfactory.

**HIGHER SCHOOLS, ENGLISH.**—There are three aided and two unaided higher schools; the former have suffered more than any other schools in the sub-division. I visited all the higher schools during the year, but found little more than empty benches at Mayapur and Gopinathpur. I entertained doubts as to the propriety of keeping on the first-named school, but I have been doing so for many months with a reduced establishment, and now I am about to try the experiment of re-appointing a head-master, as I am assured that this will probably lead to the revival of the school. The Collector of the district differs from me in this matter; but I think I am right, and if the attendance does not *at once* improve considerably, I think the withdrawal of the grant will be the proper course. In the five schools there were 406 students at the end of the year. Towards their support Government contributed Rs. 1,246, whilst the pupils paid Rs. 1,583 as fees, and Rs. 4,303 were contributed by subscribers. In two of the aided schools the sole subscriber is the well known zemindar Babu Joy Krishna Mukhopadhyay, whilst the two unaided schools at Birsinha and Khanakul Krishnagar are respectively supported by the liberality of the late and present Principals of the Sanskrit College. Each boy's education cost nearly Rs. 18 during the year; of this amount, the portion paid by the State was but little more than Rs. 3. That the proportion was so small was due to the large contributions of the three gentlemen just referred to. None of the pupils of any of the aided schools passed the University Entrance Examination, but one passed from each of the unaided schools. One of the pupils was a Muhammadan; all the others were Hindus: four belonged to the upper, 293 to the middle, and 109 to the lower grades of society.

**MIDDLE CLASS ENGLISH SCHOOLS.**—Here though we have on our books the names of three schools more than last year, we only find an increase of 41 in the number of pupils; still the twelve that exist are attended by 50 students each on an average, and they are for the most part good schools. The cost of each boy's education has slightly exceeded Rs. 18, the cost to the State being a little more than Rs. 6-8. I have seen six of the twelve schools during the year. At its close they were attended by 14 pupils of the upper, 369 of the middle, and 218 of the lower classes of society. 10 were Muhammadans, all the others Hindus. Two students from these schools gained minor scholarships.

**MIDDLE CLASS VERNACULAR.**—There are 17 such schools, attended by 798 boys at the end of the year. Three schools are directly managed by the Educational Department, twelve receive aid from Government, and two are unaided. In the Government schools each boy's education cost Rs. 7-9, in the aided Rs. 8-10, and in the unaided Rs. 11-6; the cost to Government being respectively Rs. 4-2 and Rs. 3-10 in the two former classes of schools. Four students from the Government schools gained the better kind of vernacular scholarships, whilst only two were carried off by students of aided schools. I saw during the

*Burdwan Division.—Birbhoom District.*

year two of the three Government schools, but could not find time to see any of the aided schools. With the exception of 16 Muhammadans all the pupils in the middle vernacular schools were Hindus. Six boys belonged to the upper, 428 to the middle, and 364 to the lower classes of society.

**PRIMARY SCHOOLS.**—The names of 22 such schools appear on my books, attended by 711 children, of whom eight are girls. The cost of each child's education has been Rs. 2-5, of which amount the Government has contributed Rs. 1-7. 14 are Muhammadans; all the others are Hindus. 226 belong to the middle and 485 to the lower classes of society. The police report the existence of 357 primary schools in the sub-division, attended by 7,742 pupils. If this return is correct, the schools on an average are attended by very nearly 22 pupils, just double the average size of similar schools in zilla Midnapur; but in that part of the latter zilla which is conterminous with zilla Hooghly, the uninspected schools are reported to be attended by 16.5 boys on an average, and it is probable that the schools, as one approaches the capital, are more numerous attended.

**GIRLS' SCHOOLS.**—Besides the school at Birsinha, which has progressed indifferently, though close to the family residence of the great advocate of female education, Pandit Isvar Chandra Vidyasagar, aid has been given during the year to a very promising little school in Kuspatee (a suburb of Ghatal). This school is attended by 35 little girls, many of whom have made good progress, the more advanced being able to read very well. I visited this school, and also went to Birsinha during the year, but found the girls' school closed for a half-holiday. The pandit at the latter place is a man of the old school,—painstaking, but with no idea of management. There is, however, a great difficulty in managing girls' schools without mistresses, for of course it is necessary to look to the respectability and good character of pundits for such schools before we attempt to think of their capabilities as teachers. The two girls' schools are attended by 59 girls. The education of each cost Government about Rs. 2-8. Besides these girls there are, as I have said, already eight girls in our primary schools, for boys and girls also read in the middle vernacular school at Alati. My deputy reports that one of these girls was ahead of all the boys who read in the same class as she did.

*[End of the extract from Mr. Martin's report on the Sub-division of Jahanabad.]*



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## CENTRAL DISTRICT.

*From the Report of Mr. H. Woodrow, M.A., Inspector of Schools.*

CENTRAL DISTRICTS.—The Central Educational Circle consists of two portions,—the old portion contains Calcutta, the districts of Nuddea and of the 24-Pergunnahs with Baraset and the Hooghly district, excepting the western portion beyond the Damoodah; the new portion contains the Chota Nagpore Division.

The census of the population of these districts is not yet published. The following figures are taken as regards area from the last Administration Report, and as regards population, from information kindly given by Magistrates and others; the new census is I believe approximately correct.

	Square miles.	Population.		Square miles.	Population.
Calcutta ... ..	8	447,601	Hazareebaugh ...	7,021	763,000
24-Pergunnahs ...	2,528	2,210,047	Lohardugga ...	11,404	1,232,000
Soonderbuns ...	5,570		Singbhoom ...	4,503	415,023
Nuddea ... ..	3,414	1,806,102	Maunbhoom ...	4,921	1,040,000
Hooghly, including Jahanabad sub- division ... ..	1,962	1,401,621		27,840	3,448,023
	13,482	5,955,371	Total ...	41,331	9,403,394

This circle contains the greatest extremes of educational progress to be found in India. In the metropolis and its neighbourhood the population is denser, and the schools more numerous than elsewhere in India; while in such tracts as the Soonderbuns, or portions of Lohardugga, the population is sparse, and schools are unknown.

Among the whole number of schools in the circle those receiving assistance from Government were 996, containing on the 31st March 48,956 pupils. The average number on the roll was 47,011, and the average attendance was 37,103, or 78 per cent. Hence out of every four boys on the roll one is generally absent. The corresponding numbers for the year ending 31st March 1871 were 971 schools containing on that day 49,070 pupils. Hence the number of schools has increased by 17, but the pupils have diminished by 886. The great inundation in Nuddea, and the continued sickness in the western parts of Hooghly, explain the falling off of numbers. The total cost of these schools, and of 56 closed during the year, was Rs. 7,75,178-6-2, and the cost to Government Rs. 2,84,865; the total cost per head for the number on the roll was therefore Rs. 16-7, and the cost to Government Rs. 6-1.

Out of 8½ lakhs of total expenditure, Rs. 7,75,178, or 92·74 per cent., were expended on instruction; Rs. 47,863, or 5·72 per cent., on inspection; and Rs. 13,883, or 1·54 per cent., on scholarships, postage stamps, and fees to examiners. The charges for instruction do not include charges for colleges, but they include the charges of the Hooghly and Kishnaghur collegiate schools and of the Hooghly branch school. The Government expenditure on schools was Rs. 2,84,864, from which sum

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higher, middle, normal, and girls' schools received Rs. 1,55,330, and primary schools Rs. 23,547, or 15 per cent. on the sum spent for direct instruction in other schools. This percentage shows that schools for the masses in the Central Educational Circle do not receive their due share of support.

*Abstract Return of Expenditure in the Central Division for the year ending 31st March 1872.*

SOURCE OF CHARGE.	From Imperial funds.	From Local funds.	Total.	Percentage of total cost.
<b>INSPECTOR—</b>	<b>Rs. A. P.</b>	<b>R. As. P.</b>	<b>R. As. P.</b>	<b>Rs.</b>
Salary ... ..	18,000 0 0	.....	18,000 0 0	} 258
Travelling charges ... ..	705 10 0	.....	705 10 0	
Office charges (including salaries and contingencies, &c.) ... ..	2,891 12 3	.....	2,891 12 3	
<b>DEPUTY INSPECTOR:—</b>				
Salaries ... ..	18,900 0 0	.....	18,900 0 0	} 314
Travelling charges ... ..	6,924 14 9	.....	6,924 14 9	
Peons and contingencies ... ..	441 0 0	.....	441 0 0	
<b>Total ...</b>	<b>47,863 5 3</b>	<b>.....</b>	<b>47,863 5 0</b>	<b>572</b>
<b>Instruction (including all charges entered in return No. 24) ... ..</b>	<b>2,83,276 4 5</b>	<b>4,90,313 10 10</b>	<b>7,73,589 15 3</b>	} 274
Rewards (not included under the head "Instruction.") ... ..	918 7 0	.....	918 7 0	
Special grants for furniture, &c., not included in the above ... ..	670 0 0	.....	670 0 0	
<b>SCHOLARSHIP:—</b>				
Minor ... ..	2,493 9 1	.....	2,493 9 1	} 116
Vernacular ... ..	7,955 3 4	.....	7,955 3 4	
Girls' scholarships, Hitakari Sobha ... ..	144 0 0	144 0 0	288 0 0	
Remuneration of Examiners (not included under the head "Instruction") ... ..	568 10 6	1,170 8 6	1,737 3 0	} 38
Service stamps ... ..	1,409 0 0	.....	1,409 0 0	
<b>Total ...</b>	<b>2,97,433 2 4</b>	<b>4,91,628 3 4</b>	<b>7,89,061 5 8</b>	<b>9428</b>
<b>Grand total ...</b>	<b>3,45,296 7 4</b>	<b>4,91,628 3 4</b>	<b>8,36,924 10 8</b>	<b>10000</b>
<b>Distribution of the charges for instruction.</b>				
Government Higher and Middle Schools, including Bethune and Normal Schools ... ..	99,403 10 1	1,30,807 13 6	2,30,211 7 7	}
Aided Higher and Middle Schools including Normal and Girls' Schools ... ..	1,55,330 5 5	3,26,844 6 3	4,82,174 11 8	
Primary Schools { Government ... ..	275 0 0	73 4 0	347 4 0	
Primary Schools { Aided ... ..	23,272 9 5	24,582 4 7	47,854 14 0	}
Schools receiving { Higher, Middle, no allowance, but { and Girls ... ..	.....	7,820 6 3	7,820 6 3	
under inspection { Primary Schools ... ..	.....	183 8 3	183 8 3	
Schools abolished and temporarily closed ... ..	4,904 11 6	.....	4,904 11 6	}
Special grants and rewards ... ..	1,588 7 0	.....	1,588 7 0	
<b>* Total ...</b>	<b>2,84,864 11 5</b>	<b>4,90,313 10 10</b>	<b>7,75,178 6 3</b>	

Statements of the expenditure of public money on schools may be drawn up in different ways according to the different objects for which they are required. Expenditure may be classified according to the standards of instruction, or the creed of the managers, or the mode of support. First as regards the standard of instruction. Expenditure may be classified according to the nature of the school,—whether for secondary education, as in higher and middle English and middle vernacular schools, or for primary education, or for the training of teachers, male and female,

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or for girls' schools. Each description of school has some supporters, who look to it as the most important of all the branches. Miss Carpenter gives her chief attention to girls' schools; the English Government gives a greater proportion of support to normal schools than to other institutions; the middle classes of Bengal look to secondary education as the chief means of earning a livelihood to support their families; while philanthropists like the Revd. J. Long look to the education of the masses as the chief means for the moral and intellectual advancement of the country. The present Government would wish to see classes for practical agriculture, science, and art established, but I regret that on the 31st March last there was not in my division a single example of this description of school, except the Arts School and Engineering College, which are not under my inspection.

The second direction in which an examination of the public expenditure may turn, regards the managers of the schools. How far do native gentlemen interest themselves in the establishment and management of schools for the education of their countrymen, how far do missionary bodies take a share in the great work, what is done by other Christian societies or by European gentlemen for the instruction of Natives and of European and other foreign races, and how far does Government by its own officers take the management of schools?

A third direction is the mode in which support is given; whether by grants-in-aid according to the regular system established in conformity with the directions of the despatch of 1854, or by grants-in-aid under other rules, or by Government directly.

The distinction between grants-in-aid regular and irregular is not now of sufficient importance to require separate heads. With the exception of the Dutch school at Chinsurah, which for 40 years was under the foreign office, all the schools aided under other rules are met by contributions which would in other provinces have made them counted as regular grant-in-aid institutions.

Although I was not directed to enter into an investigation of these matters, yet I venture to append a table, from which the distribution of public money in all these directions may be seen. Those interested in the matter can pick out the information on any point that they desire. Though the statement is divided into numerous heads, a knowledge of the details on which it is founded is necessary before conclusions can be safely drawn. Take for example the first line. We see there that for 14 Government schools the annual cost per pupil to Government is Rs. 17 nearly, the total cost being Rs. 51; while for aided institutions the cost to Government is Rs. 5 or Rs. 6, and the total cost from Rs. 20 to Rs. 30. Hence it may be argued that Government institutions are more expensive than aided institutions both to Government and to the pupils. This generalization, however, would not be quite correct. Considerations of locality must be entertained, otherwise great errors will be introduced. These higher class Government schools are of three kinds, (1) collegiate schools; (2) schools in regulation districts; and (3) schools in non-regulation districts. The schools attached to the Calcutta Madrasa, the Sanskrit College, and the Kishnaghur College; are expensive

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institutions, costing Government between Rs. 50 and Rs. 60 a year per pupil.\* On the other hand the Hindu, Hare, and Howrah Schools, cost Government absolutely nothing, but all three yield a profit. Hence Government schools involve the two extremes of cheapness and costliness. Again, the schools in the non-regulation districts of the Chota Nagpore division cost between Rs. 26 and Rs. 34 per pupil annually. This expenditure cannot be reduced without injury to the cause of education in that wild part of the country. German missionaries might do the work at less than the present cost, but Government objects to give over education altogether to Christian Missionary Societies. There are no means of education in the greater part of Chota Nagpore other than by schools supplied by Government or by missionaries. In Maunbhoom there are some aided schools with native gentlemen unconnected with Government as managers, but that is the most advanced quarter of the district.

*Table showing the yearly cost of Pupils in the Central Division in 1871-72 for each class of schools which send complete returns to the Inspector.*

DESCRIPTION OF SCHOOLS.	ON THE 31 <sup>ST</sup> MARCH 1872.		EXPENDITURE.		ANNUALLY FOR EACH PUPIL.	
	Number of schools.	Number of pupils on the rolls, monthly average.	Imperial.	Total.	Cost to Government.	Total cost.
<b>SCHOOLS FOR BOYS.</b>						
<i>Higher Schools.</i>						
Government ... ..	14	3,245	54,937 12 2	1,65,425 0 4	16 15 1	50 15 8
Aided { Missionary ... ..	9	1,272	7,980 0 0	1,715 7 0	6 4 5	24 14 11
Other Christian bodies ...	1	75	428 2 0	2,458 8 6	5 11 4	32 12 6
Native ... ..	35	3,908	20,157 3 11	76,219 9 5	5 2 6	19 8 6
Unaided Native ... ..	2	397	.....	4,848 6 9	.....	12 7 5
Total ...	61	8,897	83,563 2 1	2,80,787 0 0	9 6 3	31 9 0
<i>Middle Schools.</i>						
Government { English ... ..	4	623	6,255 14 0	15,122 14 7	10 0 11	24 5 0
Vernacular ... ..	31	2,479	11,791 0 8	21,049 2 2	4 12 1	8 7 10
Aided { Missionary { English ...	7	716	2,592 0 0	14,206 8 3	3 9 11	19 13 5
Vernacular ... ..	13	729	2,419 0 0	6,130 3 0	3 5 1	8 6 6
Other Christians { English ...	6	607	13,067 0 0	34,413 5 8	21 8 2	56 11 1
Native { English ...	101	4,188	31,829 9 3	90,513 11 9	6 2 2	17 7 2
Vernacular ... ..	176	10,677	28,848 6 9	84,928 15 3	2 11 4	7 15 3
Unaided Native { English ...	4	178	.....	2,332 10 9	.....	13 1 8
Vernacular ... ..	1	25	.....	197 0 0	.....	7 14 0
Total ...	343	21,221	96,792 14 8	2,68,892 7 5	4 8 3	12 10 8

\* The first two of these schools are supported for political and philological reasons, and a part only of the expense is strictly due to education.

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DESCRIPTION OF SCHOOLS.	ON THE 31ST MARCH 1872.		EXPENDITURE.		ANNUALLY FOR EACH PUPIL.	
	Number of schools.	Number of pupils on the rolls, monthly average.	Imperial.	Total.	Cost to Govern-ment.	Total cost.
<i>Primary Schools.</i>						
Government ... ..	1	26	Rs. A. P. 275 0 0	Rs. A. P. 347 4 0	Rs. A. P. 10 9 3	Rs. A. P. 13 5 8
Aided ... { Missionary ... ..	101	3,545	5,760 1 0	15,033 15 0	1 10 2	4 4 3
{ Other Christians ... ..	1	122	320 0 0	950 0 0	2 9 11	7 12 7
{ Pathshalas ... ..	317	9,248	17,192 8 5	31,870 15 0	1 13 9	3 7 2
Unaided Native ... ..	2	82	.....	186 8 3	.....	2 2 5
Total ...	422	13,023	23,547 9 5	46,388 10 3	1 12 11	3 11 5
<i>NORMAL SCHOOLS.</i>						
<i>For Masters.</i>						
Government ... .. Vernacular	2	190	16,575 11 6	17,942 2 3	87 3 10	94 6 11
Aided ... { English ... ..	1	19	50 0 0	1,750 0 0	2 10 1	92 1 8
{ Vernacular ... ..	1	23	1,514 0 0	2,980 1 9	65 13 3	129 9 1
<i>For Mistresses.</i>						
Aided ... .. English ...	1	14	1,920 0 0	8,269 0 0	137 2 3	590 10 3
Total ...	5	246	20,059 11 6	30,941 4 0	81 8 8	124 2 5
<i>Schools for Girls.</i>						
Government ... .. Vernacular	1	71	9,793 3 9	10,672 4 3	137 14 11	150 5 0
{ European and other foreign races ... ..	9	764	16,386 8 0	41,211 9 7	21 7 2	53 15 1
{ Native races ... ..	.....	.....	.....	.....	.....	.....
Aided ... { Missionary { English ... ..	1	53	900 0 0	2,700 0 0	16 15 8	50 15 1
{ Vernacular ... ..	22	720	5,070 0 0	13,817 4 0	7 0 8	19 3 1
{ Other Christian bodies { English ... ..	1	60	600 0 0	1,668 0 0	10 0 0	27 12 10
{ Vernacular ... ..	9	277	2,431 2 0	16,590 15 0	10 12 5	38 8 9
{ Native ... ..	35	1,019	5,135 11 0	11,982 8 6	5 0 8	11 12 2
{ Zenana instruction ... ..	96	1,342	14,011 10 6	46,521 0 0	10 7 1	34 11 1
Unaided Native ... Vernacular	1	13	.....	442 4 9	.....	34 0 4
Total ...	175	4,319	54,323 3 3	1,39,605 14 1	12 9 6	32 5 2
Grand total ...	1,006	47,706	2,78,281 3 11	7,68,595 3 9	5 13 2	16 1 9

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Glancing down the column of cost to Government we see that the most expensive institution in the circle is the Bethune School, where the annual cost per head is Rs. 137-14, and next to it is the aided Female Normal School; but for the latter institution fees at the rate of Rs. 15 a month, and the contribution of the Ladies' Society for Female Instruction in India and the East defray Rs. 463-8 out of the total cost of Rs. 590 for each pupil. This total yearly cost is four times as much as the cost in any other institution. The chief reason of the great expense is that there are only 14 students, and that the education of Europeans and East Indians, whether in normal schools or in ordinary schools, is a much more expensive matter than the education of Natives. The presence of this high expenditure in one school disturbs the averages.

These averages give the following results:—

Number of pupils on which the average is taken.	Description of School.	ANNUALLY FOR EACH PUPIL.	
		Cost to Govern- ment.	Total cost.
		Rs. A. P.	Rs. A. P.
8,897	Higher for boys ... ..	9 6 3	31 9 0
21,221	Middle „ ... ..	4 8 3	12 10 8
13,023	Lower „ ... ..	1 12 11	3 11 5
4,319	Girls' schools. ... ..	12 9 6	32 5 2
246	Normal schools ... ..	81 8 8	124 2 5

The principal supporters of schools are mentioned in the account of the several zillahs, but the Maharanee Surnamoyi of Kasim Bazaar has been distinguished for liberality. Female education has shown an advance in aided schools and zenana agencies, a slight advance in Government schools and in schools for boys, but a reduction in unaided schools.

The following table gives the numbers for the last two years.

*Number of Girls of Native parentage under instruction on the 31st March, 1872.*

DESCRIPTION OF SCHOOL.	March 1871.	March 1872.
In Government schools ... ..	77	89
In aided schools ... ..	2,143	2,216
In unaided schools ... ..	477	268
In zenana agencies ... ..	1,279	1,432
In schools for boys ... ..	615	637
Total ... ..	4,496	4,572

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As zenanas cannot be visited by Inspectors or other male persons, Mrs. Woodrow has favoured me with an account of the zenanas of Calcutta, which I include in this report.

The toles for Sanskrit and the muktabhs for Arabic and Persian literature are shown in the following table :—

*Summary of Sanskrit Toles, Central Division.*

LOCALITIES.	Number of Toles.	Number of Pupils.
In Navadwipa ... ..	17	135
In Bhatpara ... ..	18	107
In Ranaghat Sub-division ... ..	10	35
Total ...	45	277

*Summary of Muktabhs.*

DISTRICT.	Number of Schools.	Number of Pupils.
Nuddea ... ..	6	52
24-Pergunnahs ... ..	3	27
Hasareebaugh ... ..	8	73
Total ...	17	152

Both kinds of institution ignore arithmetic and every thing that is practically useful. They are declining, and it seems impossible either to arrest the decline or to improve the course of instruction.

**EXAMINATIONS.**—The three great examinations in which schools are compared one with another and their progress determined, are the Entrance Examination for higher English schools, the Minor Scholarship Examination for middle English schools, and the Vernacular Scholarship Examination for the middle vernacular schools.

The Entrance Examination was conducted by the University, and its results were published by Mr. Sutcliffe. The schools which passed the examination are noticed in their respective districts.

It will be sufficient to state that 767 students passed successfully out of 1,902 candidates, and that of the successful students 179 came from schools in Calcutta, 102 from schools in Hooghly, 54 from schools in 24-Pergunnahs, and 33 from schools in Nuddea. If we were to estimate the educational progress in any district by the numbers who pass the Entrance Examination and their proportion to the population, we should obtain a test which could be applied to all the districts of Bengal. Estimated by this standard the number who passed the Entrance in every million of the population was as follows :—

Hooghly ... ..	68
The 24-Pergunnahs ... ..	24
Nuddea ... ..	18
Chota Nagpore ... ..	0.2

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Calcutta has not a million of inhabitants, but it sent up 37·5 successful students for every hundred thousand of inhabitants. It was therefore five times more successful than Hooghly, which again is the most successful district in the Bengal Presidency. The explanation of the fact is, that good teachers abound in Calcutta, parents value education, and clever boys from all parts of the country come to the metropolis for education.

**MINOR SCHOLARSHIP EXAMINATION.**—To the Central Division 24 scholarships were allowed. Only middle class English schools could compete for them. No school was allowed to win more than two scholarships. Had this rule not existed, the Calcutta Model School and the schools at Chota Jagulia in Baraset and Bhajanghat in Nuddea, would have carried off more than two scholarships each.

For the Minor Scholarship Examination there were 283 candidates, of whom 16 passed in the first division, 63 in the second division, 100 in the third division, 74 failed, 24 were absent, and the names of six were cut off from the list for copying. Of the 179 students who passed, 74 were Brahmins, 3 Khetris, 8 Baidyas, 53 Kayasthas, 20 Navasaks, 18 other castes, and 3 Mussulmans. The three Mussulmans came from two schools in Nuddea. During the last three years neither Christians nor Mussulmans have won a single minor scholarship. In the present years Brahmins carried off 15 out of the 24 scholarships, the Baidyas and Kayasthas 7, and the castes below them 2. These lower castes in the two preceding years had won 4 and 6 scholarships. I am unable to explain why this year they were not equally successful. The order of merit among schools sending candidates to these examinations is arranged on the consideration that as the minimum mark in each division is  $\frac{1}{3}$ ,  $\frac{2}{3}$ , and  $\frac{1}{2}$ , or, what is the same thing,  $\frac{1}{3}$ ,  $\frac{2}{3}$ , and  $\frac{1}{2}$  of the head mark, the value of a place in each division may be represented by 4, 3, and 2. The merit mark of each school is the sum of the marks thus obtained, and the schools are ranked according to these merit marks. This publication of schools in their order of merit is a great incentive to emulation.

The order of merit was as follows:—

1. Calcutta Government Model School.
2. { Hooghly Government Model School.
- { Kishnaghur Missionary Model Aided School.
4. Amla Sadarpur Aided School (Nuddea).
5. { Bhajanghat Aided School (Nuddea).
- { Chota Jagulia Aided School (Baraset).
- { Rajgram Aided School (Purulia).

The 5th, 10th, and 11th places on the list were held by schools in Maunbhoon. Two of these schools, however, by an alteration of boundaries, have been recently attached to the Banoborah district.

It is important to notice that there are only three normal schools for male teachers in the Central Division, and their attached schools stand at the very top of the list. Individual pupils of the Hooghly and Kishnaghur Model Schools did not stand very high, yet a scholar from each lost a scholarship because the schools were supposed to take



*Reports of Inspectors of Schools.*

off pupils from the Collegiate schools in those towns. Hooghly Model School, one of the few self-supporting Government schools in the country, has been ordered by the Director to be closed. It is annihilated in the summit of its honor, for it was second this year, and it was first last year among all the middle class English schools of the Central Division. I trust that its masters, who merit promotion but will receive their discharge, may be provided for in other schools.

**VERNACULAR SCHOLARSHIP EXAMINATION.**—At the Vernacular Scholarship Examination 435 candidates presented themselves, of whom 65 passed in the first division, 134 in the second, and 169 in the third, and 67 failed. Among these candidates there were 32 private students who attended chiefly to qualify themselves for employment as muktears in courts of law. Twenty-six of them were successful. The remaining 401 candidates came from 115 schools. The scholarships available were 43 in all, viz. 8 for Hooghly and Howrah, 10 for Nuddea, 10 for Baraset, 10 for the 24-Pergunnahs, and 5 for Chota Nagpore. Each scholarship is worth Rs. 4 a month, and is tenable for four years at a higher class school, at the Medical College, or at a normal school. The object of the distribution by districts is to give each part of the circle a chance. If they were given to the best students without reference to locality, the vernacular schools on the banks of the Ganges in Hooghly zillah would absorb the greater portion of them. Hooghly sent up the first five candidates, 12 among the first 14, and 24 among the first 38. The success of the schools on the western bank of the Ganges is remarkable both in the vernacular and in the English examinations. The best vernacular schools in my division according to merit marks are—

1. Dakhineswar Aided School in 24-Pergunnahs.
2. Seakhala Government School
3. Connaghur Aided School } in Hooghly.
4. Govindasarak Aided School, Kishnaghur.
5. Hooghly Government Model School. "

The following table shows the caste of the passed candidates:—

CASTE.	First Division.	Second Division.	Third Division.	Total.
Brahmins ... ..	30	75	86	191
Khetrias ... ..	.....	.....	2	2
Baidyas ... ..	1	2	6	9
Kayasthas ... ..	9	25	41	75
Navasaks ... ..	13	13	9	35
Other castes ... ..	9	19	22	50
Mussulmans ... ..	3	...	3	6
Total ...	65	134	169	368

*Central Districts.—Presidency Division.*

Brahmins form half the total number and Kayasthas a fifth. The Navasak castes passed 35 candidates, and the lower Hindu castes 50 students. Brahmins gained 16 scholarships, Baidyas and Kayasthas 9, and Navasaks and other castes 15. The six Mussulmans on the list came from six schools, one from each. The schools at Baidyabati in Hooghly, Govindasarak in Kishnagur, and Panihati in the 24-Pergunnahs sent up Mussulman students who passed in the first division, and all received scholarships. The schools at Kidderpore near Calcutta, Santipore, and Santipore Kutipara in Nuddea, sent up Mussulman students who passed in the third division. No Christians entered the examination. The list of the creed and caste of the scholarship-holders shows that no Christian in the last four years has obtained a scholarship. Mussulmans gained no scholarships in 1869 and 1870, but they gained one scholarship in January 1871, and three scholarships in 1872.

As the districts of the Chota Nagpore division were without vernacular scholarships, and the one-year scholarships for normal schools were not all taken up, the Director of Public Instruction was pleased on my recommendation to sanction a scheme by which ultimately twenty of the one-year scholarships would be taken from the old circle and formed into five scholarships in the new circle of Chota Nagpore. The first five of these scholarships were awarded this year, the districts of Purulia, Chaibasa, Ranchee receiving one scholarship each, and Hazareebaugh, which sent up the best vernacular candidates, receiving two scholarships.

INSPECTION.—On his visit to a school, the Deputy Inspector makes an entry of the following facts:—

(1.) The date of visit.

(2.) The class of the school. In boys' schools the class is either higher, middle English, middle Vernacular, or lower.

(3.) The condition of the school. This is described by one of the series of words used in England for the same purpose—"excellent," "good," "fair," "moderate," "indifferent," "bad." Hence, as there are four classes of boys' schools and six states for each, there are 24 heads of classification for boys' schools. It seems to me that this is sufficient for all practical purposes without further detail.

(4.) The number on the roll.

(5.) The number in attendance.

(6.) The number of boys who can read, spell, and explain fairly the meaning of words and easy sentences.

(7.) The number of boys who cannot read, spell, and explain fairly the meaning of words of easy sentences.

(8.) The number of hours spent in the examination.

(9.) The month to which the teachers have been paid up in full.

*Reports of Inspectors of Schools.*

(If teachers are kept in arrear, they become discontented and the school falls off in efficiency.)

(10.) Whether the school accounts are well kept or ill kept.

(11.) Remarks on the school.

The examination by the Deputy Inspector is sometimes individually boy by boy and class by class in every subject throughout the school. If there is no time for this complete examination, the examination which the time allows is given. The condition of the school is determined by the manner in which the examination is passed. The Deputy Inspector is required to visit his schools once a quarter; but the number of schools to be inspected, and the size of his district, sometimes render this an impossibility. He generally knows personally every boy in the first two classes of the school. The Deputy Inspector's visits ensure regularity on the part of the teacher, and are like the English "visits of surprise" recently enjoined by the Lords of the Council on Education. The Inspector visits a school in order to judge whether the Government allowance is fairly earned. He also forms an opinion about the teachers, and sees that the above report that he has received from the Deputy Inspector is correct. He usually finds it to be so, though sometimes he has to modify the classification of efficiency.

When I visit a school, I give out as soon as possible written questions to the two or three classes which can be kept in view; I also arrange passages for dictation. I then observe, as far as I can, the numerous points noticed in my report for last year regarding the house, compound, furniture, account registers, visitors' book, library, &c. This can be done rapidly, unless circumstances render a careful investigation of the accounts necessary. I then take one of the classes of the school which is not engaged with arithmetic or dictation, and examine the boys in the subjects of their course, usually going back about a month. This was the plan pursued by Dr. Arnold at Rugby. Sometimes a passage not previously studied is given. A piece not seen, unless very easy, is a test that none but the best boys can pass.

I also request the master of the class to take part in the examination by asking questions. When one subject is done in a class, the slates of another class are ready for inspection, the master having first marked the mistakes. In dictation about one slate in five or six, and in arithmetic about one in twelve, are looked through to see that the master has not passed over any mistake; for the rest of the slates, a glance at a few lines, or at the answer, is sufficient. In this way three classes may generally be kept at work at the same time,—two in writing and one in *vivâ voce*; a fourth class can sometimes be taken in mental arithmetic. The literature, English and Vernacular, geography, history, and Euclid, are generally taken *vivâ voce*. Geography generally involves also a map to be drawn on the slate; this is frequently very badly done. The record kept of dictation is very brief. If 15 boys in 5 lines make in all 90 mistakes, the mistake average is 1.2 per line per boy. This is the entry required to show the state of the class. If some have no mistakes, the

*Central Districts.—Presidency Division.*

fact is noted, and very bad slates also are noted and excluded from the average. In dictation also the handwriting is always noticed, as well as in arithmetic the neatness and arrangement of the figures. Following this system, each boy of a class gets examined in almost all he has learned, and the general state of the school is determined. In order to satisfy the boys rather than to determine my classification, I like to examine every boy, even, though briefly. If the classes are properly arranged in any school, the class ought to agree with the standard, and the examination of a class will be the examination in its standard. A record can be made of the passes of individual boys in their several subjects, but records and statistics are burdensome enough already. I recommend the division of every school into upper, middle, and lower departments or schools, and if the studies of the classes of each department are clearly defined, the examination by classes will be the examination by standards, and the efficiency of each department can be described by one word as well as by the ratio of failures to passes.

This is the system of examination that I have followed for many years, but I shall cheerfully accept any other system that Government may see fit to prescribe. It is the object of the Educational Department as well as of Government to show for each school what is its real state, and the way that best effects this end should be adopted.

*Reports of Districts.*

CALCUTTA.—According to the last census, Calcutta contains a population of 447,601.

As Inspector of Schools, I have nothing to do with the colleges of Calcutta, though from other circumstances I am acquainted with them. The grants-in-aid in Calcutta have been fairly numerous for girls' schools and zenana agencies; but only six grants for boys' schools have been given since 1855, of which two were for middle class schools for poor English-speaking people, and four for Bengali schools. The principle of refusing aid to English schools is based on the hypothesis that higher schools ought to be self-supporting, and the instances of the Hare and Hindu schools, which for many years have been self-supporting, have constantly been quoted; but reference has not been made to the Sanskrit College and the Madrasa, which rank among the two most expensive schools in Bengal, the cost to Government of the instruction of each pupil in them being Rs. 54-14 and Rs. 59-2 respectively. The new building for the Hare School has been more than covered by the school savings of the last 25 years from the total amount of fees and assignment.

The following is a list of the higher and middle class boys' schools and the girls' schools in Calcutta, so far as they are known to the Educational Department. The Deputy Inspector of Calcutta has his chief work in the suburbs and in the sub-division of Alipur, and the primary schools of Calcutta have been left to themselves or to missionary and other philanthropic bodies.

## Reports of Inspectors of Schools.

## Return of the Schools in Calcutta.

	RECEIPTS.													Total cost.
	Number of schools on 31st March 1879.	Number of pupils on 31st March 1879.	Average daily attendance.	From Government.				From Local Funds.		Total.	Expenditure.	Number of masters.	Cost to Government.	
				Ra. A. P.	Ra. A. P.	Ra. A. P.	Ra. A. P.	Ra. A. P.	Other local sources.					
<b>Higher Schools.</b>														
Government Aided	4	1,491	1,192	29,838 11 5	52,316 4 0	.....	.....	82,154 15 5	78,758 13 10	76	Ra. A. P.	Ra. A. P.	Ra. A. P.	Ra. A. P.
Total of Higher Schools	4	1,491	1,192	29,838 11 5	52,316 4 9	.....	.....	82,154 15 5	78,758 13 10	76	.....	.....	.....	56 7 11
Unaided Schools	14	5,479	...	.....	.....	.....	.....	.....	.....	161	.....	.....	.....	.....
<b>Middle Schools.</b>														
Government Aided	2	483	329	3,925 3 0	7,128 10 0	.....	.....	11,053 13 0	11,026 15 7	16	.....	.....	.....	27 10 2
English	1	474	432	2,571 9 0	4,614 0 0	.....	.....	7,185 9 0	7,485 9 0	16	.....	.....	.....	10 11 2
Vernacular	1	...	...	.....	.....	.....	.....	.....	.....	...	.....	.....	.....	...
Total	3	957	761	6,796 12 0	11,742 10 0	.....	.....	18,539 6 0	18,512 8 1	32	.....	.....	.....	20 9 1
Other Christian bodies, English	4	514	383	11,707 0 0	9,231 0 0	9,815 10 0	.....	30,753 10 0	30,348 11 10	25	.....	.....	.....	.....
Native Vernacular	4	1,924	1,006	1,681 0 0	8,510 14 0	1,999 12 0	.....	12,162 10 0	12,217 6 0	39	.....	.....	.....	.....
Total Aided	8	1,778	1,399	13,388 0 0	17,741 14 0	11,806 6 0	.....	42,916 4 0	42,566 1 10	64	.....	.....	.....	24 7 10
Total of Middle Schools	11	2,715	2,160	20,164 12 0	29,454 8 0	11,806 6 0	.....	61,455 10 0	61,078 9 11	96	.....	.....	.....	28 2 5
Unaided Schools, English	11	1,105	...	.....	.....	.....	.....	.....	.....	44	.....	.....	.....	.....
<b>Primary Schools.</b>														
Aided, other Christian bodies	1	121	97	320 0 0	.....	680 0 0	.....	950 0 0	950 0 0	4	.....	.....	.....	.....
Pathshalas	...	...	...	.....	.....	.....	.....	.....	.....	...	.....	.....	.....	.....
Total of Primary Schools	1	121	97	320 0 0	.....	680 0 0	.....	950 0 0	950 0 0	4	.....	.....	.....	7 13 7
Unaided Pathshalas	37	1,249	...	.....	.....	.....	.....	.....	.....	37	.....	.....	.....	.....

*Presidency Division.—Calcutta.*

<i>Normal Schools.</i>									
Government for masters, Vernacular	...	90	7,090 11 0	30 0 0	...	7,090 11 0	7,090 11 0	3	86 1 8 86 7 6
Aided for mistresses, English	...	15	1,920 0 0	2,651 12 0	3,667 4 0	8,269 0 0	8,269 0 0	4	137 2 3 690 10 3
• Total of Normal schools	...	2	105	8,990 11 0	2,681 12 0	3,667 4 0	15,359 11 0	7	93 8 8 139 15 11
<i>Girls' Schools.</i>									
Government vernacular	...	1	89	9,793 3 9	828 0 0	51 0 6	10,672 4 3	4	137 14 11 151 1 2
European and other foreign races	...	7	767	15,021 8 0	6,676 7 6	15,814 10 4	39,012 1 11	35	...
Native races { English	...	1	49	900 0 0	...	1,800 0 0	2,700 0 0	4	...
Missionary { Vernacular	...	3	158	1,500 0 0	222 10 0	2,669 14 0	4,392 8 0	10	...
Other Chris. { English	...	1	61	600 0 0	...	1,068 0 0	1,668 0 0	3	...
tians { Vernacular	...	2	102	1,464 0 0	...	6,572 0 0	8,036 0 0	7	...
Native Vernacular	...	1	61	290 0 0	...	390 0 0	650 0 0	2	...
Zenana institution	...	95	1,416	13,703 0 0	2,325 8 0	30,972 8 0	45,763 2 0	95	...
Total aided	...	110	2,584	33,538 8 0	9,222 9 6	59,237 0 4	1,02,013 1 10	156	13 10 11 41 11 3
Total of girls' schools	...	111	2,673	43,331 11 9	10,050 9 6	59,308 0 10	1,12,894 0 2	160	17 2 10 14 12 2
Unaided schools	...	14	732	...	...	...	...	56	...
Total of Government and aided schools	...	125	7,105	1,02,635 14 2	94,533 1 6	75,641 10 10	2,72,610 10 6	343	15 5 11 39 11 7
Total of unaided schools	...	76	2,563	...	...	...	...	298	...
• Grand Total	...	205	15,670	...	...	...	...	641	...

*Reports of Inspectors of Schools.*

The following list shows in detail the results of the Entrance Examination for the higher class schools in Calcutta:—

*Result of Entrance Examination for 1871 of the Schools in Calcutta.*

	Number of Students passed in			
	First Division.	Second Division.	Third Division.	Total.
<i>Government Institutions.</i>				
Hare School ... ..	16	11	7	34
Hindu School ... ..	16	10	3	29
Sanskrit College ... ..	5	3	1	9
Calcutta Madrasa ... ..	1	2	4	7
<i>Schools under Missionary Bodies.</i>				
Calcutta Free Church Institution ... ..	4	12	5	20
General Assembly's Institution ... ..	4	10	5	19
Mirzapur Mission School, Calcutta ... ..	1	.....	1	2
<i>Schools under other Christian Bodies.</i>				
Armenian Philanthropic Institution ... ..	.....	2	.....	2
Bengal Academy ... ..	.....	2	1	3
Calcutta Boys' School ... ..	.....	1	.....	1
Doveton College ... ..	4	2	2	8
La Martiniere College ... ..	2	1	1	4
St. Xavier's College ... ..	4	5	.....	9
<i>Schools under Native Managers.</i>				
Calcutta Seminary ... ..	.....	3	1	1
Calcutta Training Academy ... ..	.....	3	2	5
Calcutta Training Institution ... ..	.....	.....	1	1
Metropolitan Institution ... ..	3	9	3	15
Oriental Seminary ... ..	1	2	3	6
Seal's Free College ... ..	.....	1	1	2
Total ... ..	60	70	41	177

*Scholarships obtained.*

	First Grade.	Second Grade.	Third Grade.	Total number of scholarships.
<i>Government Institutions.</i>				
Hare School ... ..	2	4	10	16
Hindu School ... ..	3	6	7	16
Sanskrit College ... ..	.....	2	3	5
Calcutta Madrasa ... ..	.....	.....	1	1
<i>Schools under Missionary Bodies.</i>				
Calcutta Free Church Institution ... ..	.....	.....	3	3
General Assembly's Institution ... ..	.....	3	1	4
<i>Schools under other Christian Bodies.</i>				
St. Xavier's College ... ..	1	.....	3	4
La Martiniere ... ..	.....	1	.....	1
Doveton College ... ..	.....	.....	4	4
<i>Schools under Native Managers.</i>				
Metropolitan Institution ... ..	1	2	.....	3
Oriental Seminary ... ..	.....	.....	1	1
Total ... ..	7	18	33	58

*Presidency Division.—Calcutta.*

Seven of these schools of Calcutta rank as regards merit marks among the ten best schools of the whole Presidency of Bengal and Ceylon.

Unaided schools decline generally to give particulars concerning their expenditure, hence it is impossible to tell the sum spent in Calcutta on schools generally. The accompanying tables show the expenditure in the Government and aided schools from which Government receives full information. The creed of the masters is also shown. From these two tables we see that the four higher class Government schools contain 1,491 boys, of whom 1,192, or 80 per cent., are in average attendance. Attendance in Calcutta is more regular than in the mofussil, and this is one cause of the superiority of the Presidency schools. Another cause of the superiority is that the better class of masters are anxious for appointments in Calcutta, so that good masters are cheaper in Calcutta than elsewhere, notwithstanding the increased cost of living. A third cause is that parents in Calcutta take more intelligent interest in the education of their sons than is elsewhere the case, and masters are obliged to teach well under the penalty of losing their pupils.

*The Creed of the Pupils and Teachers in the Government and Aided Schools in Calcutta.*

DESCRIPTION OF SCHOOLS.	Number of schools.	HINDUS.		MUSSULMANS.		CHRISTIANS.		TOTALS.	
		Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.
<i>Higher Schools.</i>									
Government ... ..	4	1,142	65	346	9	3	2	1,491	76
Aided* ... ..	...	....	....	....	...	....	....	....	....
<i>Middle Schools.</i>									
Govt. ... { English ...	2	339	10	124	6	....	....	463	16
Govt. ... { Vernacular ...	1	424	16	....	....	....	....	474	16
Aided... { English ...	4	15	....	10	2	489	23	514	25
Aided... { Vernacular ...	4	1,264	39	....	....	....	....	1,264	39
Total ...	11	2,092	65	134	8	489	23	2,715	96
<i>Primary Schools.</i>									
Aided ... ..	1	103	3	18	1	....	....	121	4
<i>Normal Schools.</i>									
Government for Masters ... ..	1	90	3	....	....	....	....	90	3
Aided for Masters ...	1	....	1	....	1	15	2	15	4
Total ...	2	90	4	....	1	15	2	105	7
<i>Girls' Schools.</i>									
Government ... ..	1	89	....	....	....	....	4	89	4
Aided, including zenana agencies ... ..	110	1,590	8	58	1	930	147	2,584	156
Total ...	111	1,679	8	58	1	936	151	2,673	160
Grand Total...	129	5,106	145	556	20	1,443	178	7,105	343

\* No returns.



*Reports of Inspectors of Schools.*

The Vernacular schools of Calcutta compete together in a special examination every year for nine free presentations to the Hindu School. The free presentation lasts for five years, and is therefore worth Rs. 300 in all. The five best schools arranged alphabetically are—

The Aheritollah Vernacular School.

The Aheritollah Banga Bidyalay.

The Bow Bazaar School.

The Government Pathsala.

The Sham Bazaar School.

Every one of these schools does well, and in successive years sometimes one and sometimes another of the first four carries off the palm. Last year the Government Pathsala was the most successful school.

The scholarships awarded were as follows :—

*Free Scholars in Calcutta—*

Government Pathsala	...	...	5	scholars for 5 years
Ditto		...	1	ditto for 2½ years.*
Aheritollah Banga Bidyalay	...	...	1	ditto for 5 years.
Aheritollah Vernacular School	...	...	2	ditto for 5 years.
Ditto	ditto	...	1	ditto for 2½ years.*
Total			10	

The Calcutta Pathsala English Department has three scholarships payable from surplus funds of the school. It is attached to the Normal School, and is a self-supporting institution. Its surplus fees are devoted to the payment of a teacher of chemistry and physical science, whose lectures though open to all are chiefly attended by the Normal School pupils. The fees of the English and Vernacular Departments amounted last year to Rs. 11,058, and the expenditure to Rs. 13,904, leaving Rs. 2,864 to be paid by Government. These schools are among the few institutions which, having no house provided by Government, are obliged to pay heavy rent. They would both now be self-supporting if they were free from this charge.

**NORMAL SCHOOLS.**—The course of the Normal School teaches to a very respectable standard. Babu Brahma Mohun Mullick, the head master of the Hooghly Normal School and one of the distinguished senior scholars before the establishment of the University, shows that it is equal to the standard of the First Arts Examination.

The Normal Schools do not learn English, and therefore were enabled to advance faster in their general studies than English schools. English being a very difficult language, the absence of this one subject enables the Normal School students to advance in their general course comparatively fast, and Sanskrit also being now removed according to the orders of His Honor the Lieutenant-Governor, their progress will be still faster. Normal Schools are the surest way of influencing the studies of schools, for a teacher will generally teach well the subject

\* Were equal in numbers.

† The course *in extenso* has been transferred to the Director's report.

*Presidency Division.—Calcutta.*

he knows best, and to ensure any particular subject being taught well in schools, it is necessary, some few years previously, to have it taught well in normal institutions. For example, if it were required to have drawing and practical surveying taught efficiently in our vernacular schools, it should first be taught efficiently in our normal schools. Surveying by the chain only is very simple; it is slower indeed, but far more accurate than survey by the prismatic compass, which though popular a few years ago, has since been discarded in the great revenue surveys.

If in normal schools observations on the barometer, on the wet bulb thermometer, and on the velocity and direction of the wind, were taken regularly, the country in the course of a few years would have in our schools a competent body of observers able to assist in extended investigations in meteorology.

The annual cost to Government of the normal schools at Hooghly and Calcutta was Rs. 88 and Rs. 86 respectively for each student.

Names of Institutions in or near Calcutta.	Number of Pupils.	Number of Teachers.	Number of Pupils passed at last Entrance Examination.
<b>COLLEGES.</b>			
Bishop's College (a) ... ..	.....	.....	.....
<b>HIGHER SCHOOLS.</b>			
<i>Under Missionary Bodies.</i>			
Bhabanipur L. M. S. (b) ... ..	.....	.....	.....
Free Church Institution ... ..	762	16	20
General Assembly's Institution ... ..	867	22	19
Mr. Dall's Useful Arts' School ... ..	272	11	.....
Intally B. M. Institution (c) ... ..	.....	.....	.....
Total ... ..	1,901	49	39
<i>Under other Christian Bodies.</i>			
Bengal Academy ... ..	135	5	8
Doveton College (School department) ... ..	260	9	8
La Martiniere for boys ... ..	143	8	4
St. Xavier's Collegiate School ... ..	479	.....	9
Total ... ..	1,017	22	24
<i>Under Native Managers.</i>			
Metropolitan Institution ... ..	743	19	15
Oriental Seminary ... ..	351	13	6
Seal's Free College ... ..	415	12	2
Calcutta Training Academy ... ..	345	14	5
Calcutta Training Institution ... ..	246	11	1
Syam Bazaar Preparatory School ... ..	166	7	.....
Calcutta School ... ..	205	14	1
Hindu Charitable Institution ... ..	Abolished.	.....	.....
Total ... ..	2,561	90	30
Total of Higher Schools ... ..	5,479	161	93

(a) Ceased to exist as an English college.  
(b) Included in 24-Pergunnahs.

(c) Included in 24-Pergunnahs.

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Names of Institutions.	Number of Pupils.	Number of Teachers.	
<i>Middle Schools.</i>			
Armenian Philanthropic Academy	75	5	.....
Cathedral Male Orphanage	179	5	.....
Cathedral Mission School	131	4	.....
Catholic Male Orphanage	173	5	.....
Mirzapur Preparatory	76	5	.....
Mr. Ardwise's Seminary	42	3	.....
Mr. Kennedy's School for Boys	53	2	.....
Mrs. Moran's Preparatory	45	2	.....
St. Xavier's School (Bow Bazaar)	196	6	.....
St. Xavier's School (Dhurruntollah)	72	4	.....
St. Chrysostom's School	75	3	.....
Total	1,105	44	.....
Total of boys	6,810	215	.....
<i>SCHOOLS FOR GIRLS.</i>			
<i>European and Foreign Races.</i>			
Baitakhana Loretto Girls'	38	2	.....
Murgihatta Loretto	70	3	.....
Bow Bazaar Loretto	64	6	.....
Chowrighi Loretto	117	13	.....
Intally Loretto (boarding)	39	5	.....
La Martiniere for Girls	104	7	.....
Mr. Ardwise's Young Ladies' Seminary	30	3	.....
Bhabanipur Miss Milman's Girls (a)	.....	.....	.....
Kidderpur Upper Orphan Girls (a)	.....	.....	.....
Mr. Kennedy's School for Girls	31	1	.....
Mrs. Cockburn's School (Royd Street)	38	2	.....
Mrs. Whiler's Girls'	23	2	.....
Mrs. Stageman's Institution	28	3	.....
The Young Ladies' Institution	90	4	.....
Total	672	51	.....
<i>Native Races.</i>			
Kidderpur Girls, Lower (a)	.....	.....	.....
Kidderpur Zenanas (a)	.....	.....	.....
Mrs. Sale's School	32	4	.....
General Assembly's Orphanage	38	1	.....
Total	70	5	.....
Total of Girls at known unaided schools at Calcutta	742	.....	.....

(a) Included in 24 Pergunnahs.

The Deputy Inspector of Calcutta, Babu Radhika Prasanna Mookerjee, has kindly furnished me with an account of the unaided higher schools of Calcutta managed by native gentlemen, from which I make the following extracts:—

"The oldest institution under native management is the Oriental Seminary, which was founded on the 1st March 1829 by Babu Gour Mohun Adhy, a person of great activity of mind and admirable good sense. He had received

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no instruction at any public school. He was wholly self-taught. He soon acquired a sufficient knowledge of English literature and science to enable him to direct the studies of the school. In 1851 there were on the rolls of the Oriental Seminary 811 boys, and its status was that of a college; the present number is 350. There are ten masters and three pandits for instructing ten classes. The fee is Rs. 2 in all the classes except the last, which pays Re. 1. There are 55 boys.

The next school in chronological order is the Seal's Free College, which was opened as a private or family school in August 1842 by the late Motty Lal Seal. His eldest son was punished by the Hindu College authorities for some offence committed during school hours, and Babu Motty Lal Seal in displeasure established his own school. In November 1842 other families sent their sons, and the attendance varied from 50 to 60. The Jesuit fathers then became managers of the institution. On the 1st March 1843, in a public assembly gathered at Motty Lal Seal's house, presided over by Sir Lawrence Peel, the school was named "Seal's College." The attendance increased to 200, and the school was removed to the building now occupied by the Cathedral Mission College. The Jesuit fathers received from the proprietor Rs. 500 a month besides passage money. A fee of Re. 1 was paid by each pupil. The connection with the St. Xavier's College ceased in 1844.

In 1845, when some Hindu students in the General Assembly's and the Free Church Institutions were converted to Christianity, the native community was much excited and became anxious to prevent boys from attending missionary schools. Rajah Radhakanta and others formed themselves into a committee for the management of the Seal's College, and its name was changed to Seal's Free College. The total cost of the institution rose to Rs. 900 for the instruction of 1,100 boys. In 1848 the school fell off to 450 boys.

In 1853 Babu Rajendra Dutt and others projected the Metropolitan College,\* and secured the co-operation of Babu Motty Lal Seal, who made over his college to the new committee and contributed Rs. 400 a month on condition of being allowed to keep 250 free boys.

Kristo Das Paul, Jadu Nath Ghose, Sambhu Chandra Mookerjee, and Nilmoni Dey, were among its best pupils. In 1858 the Seal's Free College became again an independent institution, and has continued so ever since. In 1863 Babu Jadu Nath Ghose was appointed head master, and he still continues to discharge his duties with ability. There are 400 boys divided into 10 classes, and taught by 12 teachers. The annual expenditure is Rs. 7,000.

The institution which next claims our notice is the training school now named the Metropolitan Institution. It was opened on the 2nd May 1859 by Babu Thakoordass Chuckerbutty and some other gentlemen who thought of founding an institution in Calcutta in accordance with the principles of Mr. Stow. Pandit Isvar Chandra Vidyasagar was invited to join the school committee, and for some time devoted his time to the school, as an active manager, and the attendance of pupils quickly increased. The harmonious working of the committee was interrupted owing to the conduct of one of the teachers, who brought a serious charge against a member of the school committee without being able to substantiate it. The discussion which followed eventuated in the resignation of the committee and the formation of a new committee, with Rajah Pratap Chundra Singh, Babu Hira Lal Seal, &c., as members, and Pandit Isvar Chandra Vidyasagar as Secretary. Babu Thakoordass Chuckerbutty and some of the other members of the old committee soon founded the *training school*. The rupture took place in April 1861.

The history of the two rival institutions is well known. The Metropolitan Institution, for that was the name given to his school by Pandit Isvar Chandra Vidyasagar, ultimately took the lead, and has earned for itself the highest position among the educational institutions of the land conducted by native gentlemen, and will have college classes from January 1873.

\* For several years Babu Rajendra Dutt spent on the college between Rs. 400 and Rs. 500 a month, and only discontinued this princely liberality when his own fortunes failed.

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The present condition of the Metropolitan Institution and the Training Academy is given below:—

	Number of Pupils.	Number of Classes.	Number of Teachers.	Rates of Fees.	Average annual expenditure.
Metropolitan Institution ...	750	10 and vernacular class.	25	Rs. 1 to 3	Ra. 18,000
Training Academy ...	338	10	12	1 to 3	6,500 or more.

Both the schools are under the management of committees, and the surplus money when available, in the case of the Metropolitan Institution, goes to form a school fund. The Training Academy has now arrived at the period of deficits. The Seal's College is supported by money provided in the will of the late Motty Lal Seal, and the Oriental Seminary is become self-supporting, after a short period of deficits, which were made up by Babu Jadulal Mullick.

Two other schools under native gentlemen are now in existence, viz. the Calcutta Training Institution and the Calcutta Boys' School. The former is the property of Babu Rajkrishna Dey, who is also the head master; the latter belongs to Babu Kesab Chunder Sen and his friends. These schools number respectively 250 and 400 pupils, taught by 11 and 14 masters.

The Zenana Agencies of Calcutta receive the following monthly grants:—

	Ladies under instruction on 31st March 1872.	Amount of monthly grant.	Local contribution per month.
		Rs. A. P.	Rs. A. P.
1. American Society under the superintendence of Miss Brittan	854	752 0 0	1,400 0 0
2. Ladies' Society for Female Instruction in India and the East	465	300 0 0	422 0 0
3. The Free Church of Scotland's Society ... ..	77	150 0 0	220 0 0
4. Miss Mendes' Society ... ..	17	40 0 0	50 0 0
Total ...	1,413	1,242 0 0	2,092 0 0

It is the principle of the grant-in-aid system that public money should not be spent without inspection and report by officers appointed for the work. But as regards zenanas, the Inspectors and Deputy Inspectors of Schools, being male persons, are not admitted to the female apartments of the houses of native gentlemen, and the usual machinery of inspection cannot be employed. There is no Inspectress of Schools, an appointment which ought to be established, and as I noticed last year, has been strongly recommended by Babu Peari Chand Mittra and other native gentlemen. In this difficulty my wife kindly consented to visit a good number of zenanas and informed me how the work was going on. Mrs. Woodrow visited 78 zenanas and recorded the exact progress of every one of the 215 pupils examined, mentioning in her notebook the books read in Bengali and in English, the style of handwriting

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in either language, the arithmetic, the needlework done, with notices of the progress in history and geography when these subjects were taught. One pupil learned to play on the piano, and one had a decided talent for drawing. Several ladies expressed a wish to learn music.

I tabulated the results of the inspection, and find that reading and writing in Bengali and worsted work were fairly done, English was studied by about one-third of the number examined, and some progress had been made. Arithmetic was decidedly poor, and the pupils did not like it; little was known of history or geography.

As the zenana agencies are still averse to the publication of statistics, and as the general state of instruction may not be quite correctly deduced from the progress of those examined, I think it expedient at present not to publish statistics of educational work in zenanas.

Mrs. Woodrow's note-book, however, discloses the fact that though some of the zenanas open to instruction are in the houses of the native aristocracy of Calcutta, yet that the great majority of the houses are those of the middle class of society, and perhaps of its lower half, and that the neatness and tidiness so highly valued in English houses are not generally appreciated in Bengali zenanas. One cause why the progress of female education is slow is incidentally disclosed by the following entry concerning a lady who read fluently the Bengali books Charupath, Part III, and Line upon Line—

"She is only 14 years of age and has a baby three months old."

*Mrs. Woodrow's Report.*

I have visited altogether within the last six months 78 houses in Calcutta, Howrah, Rajpur, and the neighbourhood of Barrackpur, in which I found 215 pupils, all of whom I examined in Bengali, reading, arithmetic, history, geography, spelling, and English. I also visited and examined girls' schools at Thakurpukur, Rajpur, and Ichapur, but as these schools are open to regular inspection, I offer no remarks concerning them. In the Normal School and Zenana Agency I saw 59 houses and examined 104 pupils.

In the American Zenana Agency I visited 16 houses and examined 97 pupils.

In the Free Church of Scotland Agency I visited three houses out of the eight under the charge of Miss Falkner. In these I saw 14 pupils.

The pupils seen and examined by me show but a small portion of the work going on; and as the education of women and children is spreading daily, I find a great increase to the work since last I went round the zenana agencies. The teaching is not quite so elementary as formerly, many of the women being able to read both Bengali and English quite fluently, and to enjoy what they read. In one house I met a Bengali lady who in her infancy had the advantage of a father anxious for her improvement, and who paid Rs. 5 monthly to a pandit for her instruction. This lady therefore now only learns English, and makes good progress.

In another house, where there were two young widows taught, I was much pleased with the taste and industry of the poor young creatures who, when they were babies, had lost their husbands. In tapestry they had executed the story of the Boy of Egremont most beautifully. It was like a fine water color drawing.

I had in another house the pleasure of being recognized by a lady who remembered seeing me in the Jessore district fully twelve years ago. I had been invited by a worthy zemindar to leave the boats and come on shore and pay a visit to the ladies of his family. This lady was one of the members of the family, and she told me she had felt so ashamed to be obliged to answer in the negative when I asked her to show me her needlework and books, that she then and there resolved to learn to read, write, and work as soon as ever she had

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an opportunity. She kept to her resolution, and obtained a teacher when her husband established himself in Calcutta as a pleader in the High Court. I saw also her two little girls, who had been pupils at the Bethune School for some time, but they were removed by the mother for private education at home. The children read Bengali very nicely, and were learning English.

In a house on the Chitpore road I was introduced to a lady who possesses a great talent for drawing. Her instructor had observed that she copied her handwriting minutely, so much so that she could scarcely tell which was her own writing and which her pupil's. After a time she gave her some copies in drawings from Chambers' Course, and to her pleasure and surprise she found them beautifully executed, the outline and shading faithfully rendered, and the young lady up to this time continues to occupy herself by the exercise of this long dormant talent. Mr. H. H. Locke of the School of Art, to whom the drawings were shown, expressed himself as much pleased, and thought they evinced great talent.

At Howrah there are three zenanas and a school under the Female Normal School and Instruction Society. The school is attended mostly by children of the lower classes; it is conducted by a Hindu lady assisted by two widows.

This Hindu lady is the writer of several books on morals intended to guide and improve her countrywomen. She has composed plays also, and on parting she presented me with three of her compositions. In her house there is a school for the children of the village, and her husband, a Brahmin of high caste, takes great interest in the progress of these pupils.

The education of women is extending greatly in and around Calcutta. Thus, in the vicinity of Barrackpur under one zenana agency alone there are 84 houses daily taught, containing 211 ladies of various ages, besides 4 schools for little girls containing 57 pupils. The zenanas and schools in the Barrackpur agency are situated at Nychattee, Echapur, Shambazaar, Nawabgong, Manirampur, Titaghur, and Khardah. There are no pupils taught in Barrackpur itself.

Thakurpukur is now under the care of the same Society. There are 4 zenanas taught there, and 2 schools with an average attendance of 25 little girls. These girls' schools were first established by the Rev. Mr. and Mrs. Long, and I first went to see them in 1855. They are not so flourishing now as they then were, owing in part to the ravages of fever and epidemic diseases during the last few years.

At Rajpur, on the South-Eastern line, ten miles from Calcutta, I spent a day visiting a large girls' school containing 52 children. It was situated far from the railway station, approachable only by palanquins, and was as secluded and peaceful a spot as could well be imagined. The little girls were very well advanced; the first and second classes read fluently, and understood the meaning of what they read. They are taught arithmetic and geography, and evinced great eagerness to learn.

At Barahatagar, also in the neighbourhood of Calcutta, there are several ladies taught by the agents of the Normal School and Instruction Society. I must mention that in one of these houses some plain needlework was shown me, a lady being employed on a shirt for one of the family. It is the only place at which I have yet seen plain needlework. Fancy work of all kinds is eagerly sought by all the zenana inmates; it is taught only after a certain progress has been made at lessons as a reward for industry.

The books used are the History of India by Farini, Charn in Bengali; the Scripture in Bengali and English; Far off; Line upon Line; Miss Harding's Helps to learning English; Natural History by Madhusudan Mukerjee; Nitibodha; Peep of Day; Charitabali; Charupatha; and Bidyasagar's Grammar. I cannot in so brief a report give detailed accounts of my visits, but did space allow, I could dwell upon the diligence and earnest efforts to improve, the ever-ready eager welcome, the warm hearts and amiable traits of character that met me in every zenana and school, making me feel deeply desirous that the pleasures and benefits of education might be spread far and wide among the women of every house in this vast country."

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A music class for the cultivation of old Hindu music is so remarkable a sign of the advance of the times, that I give the report concerning it, sent by Babu Hara Mohan Bhattacharjé, Deputy Inspector of Schools in the 24-Pergunnahs. Some years ago a Hindu gentleman, still holding a high official position, told me he would sooner see his son dead at his feet than see him playing a musical instrument.

"The Bengal Music School in Calcutta was established on the 3rd August 1871. The committee of management applied to the Inspector of Schools, Central Division, for the use of two or three rooms at the premises of the Calcutta Normal School, which he was pleased to grant experimentally for one year.

There were 37 pupils on the rolls on the 31st March last, divided into three classes. In one of the classes, consisting of 11 boys, lessons on vocal music, and in the other two, consisting of 26 boys, lessons on the guitar (sitara) were imparted.

The school is mainly supported by Babu Sourindra Mohan Tagore, brother of Raja Jotindra Mohan Tagore Bahadur.

Two of the three teachers who impart instructions in the school gratis, are men employed in the private service of Babu Sourindra Mohan Tagore, and the third works to deserve his good opinion. Babu Sourindra Mohan also pays the schooling fees of 8 or 9 boys (the rate of fees being a rupee per month). To prevent men of bad character from gaining admission into the school, the committee laid down the strict rule that no candidate shall be admitted unless he produces a certificate of good character from a known gentleman; men holding respectable situations under Government, or private gentlemen, are excepted from the operation of this rule so long as nothing is known against their character.

The following table will show the profession of the pupils:—

Government service, drawing	Rs. 200 a month	...	1
"	" 60	...	1
"	" 20 to Rs. 50 a month	...	9
Other services	" 50 to 100	...	5
"	" 20 to 50	...	8
Aratdar	...	...	1
Higher musicians	...	...	2
Goldsmith	...	...	1
Private tutors and umedars	...	...	9
Total			37

There is no pupil below 20 years of age; schoolboys are excluded from the school except when they bring letters of recommendation from their guardians.

To test the progress of the school several examinations were held, at which the pupils acquitted themselves to the entire satisfaction of the examiners and the committee of management. Almost all the pupils have learned the system of notation invented by Professor Khetra Mohan Goswami, and can play tunes or sing songs in accordance with it.

The chief difficulty noticed by the committee is the want of a fit teacher and of sufficient funds. Babu Sourindra Mohan Tagore promised the services of the present teachers for one year only, and that period is now drawing to a close.

Raja Jotendra Mohan Tagore subscribed Rs. 100 a year, and Babu Benoiari Lal Sing, a zemindar of Baharampur, Rs. 30 a year. There are other subscriptions from Rs. 12 to Rs. 24 yearly, but the total of the subscriptions does not exceed Rs. 180 a year.

The managers applied for subscriptions to some rich men of Calcutta, but without success. It would be a matter of deep regret if the committee would find it necessary to give up, for want of pecuniary support, the only school for teaching scientifically, and in fact for reviving, the old Hindu music.



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## DISTRICT OF THE 24-PERGUNNAHS.

**STATE OF EDUCATION IN THE 24-PERGUNNAHS.**—During the past official year I furnished the Magistrate of Alipur with a sketch of the state of education in his district, and from this sketch I make the following extract:—

“Nine-tenths of the education given in this zillah is found on the banks of the old Ganges. The district thus favoured with schools extends from Halishahur, about four miles north of Hooghly, but on the opposite side of the Ganges, down to Joynagar, 30 miles south of Calcutta. The old bed of the Ganges at Calcutta turns eastwards under Hastings Bridge and passes by the Alipur Jail on its right bank and Kalighat on its left bank. Shortly before reaching Gorla Bridge, about seven miles from Hastings Bridge, the Ganges dwindles almost to a ditch, turns southward, and passes by numerous populous villages, among which may be mentioned Rajpur and Barripur on the eastern bank, and Boral, Govindpur, Boroo, and Joynagar on the western bank. All these six places have flourishing English schools under Hindu managers. At Barripur is an excellent female orphanage under the care of Mrs. Drew, wife of the Rev. W. Drew, of the Society for the Propagation of the Gospel. Six miles south of Joynagar the Ganges enters the Sunderbuns, and through the most western of its hundred mouths flows into Channel Creek on the east of Saugor Island.

In the suburbs of Calcutta between the Salt Water Lakes and the river Hooghly are numerous schools. Among these may be mentioned on the north of Calcutta the English schools at Cossipur and Baranagar. The schools receive a great part of their support from fees; but are assisted by Baboo Dwarkanath Ray Chauduri and Pandit Sivchandra Basu respectively. The Paikpara school was closed during the year; it had many years been supported chiefly by Babu Kessori Lal Ray. On the south of Calcutta are the English schools at Garden Reach under the Church Missionary Society; at Behala under the London Missionary Society; at Talliganj lately under the Society for the Propagation of the Gospel, but now managed and partly supported by a Muhammadan gentleman; at Chetla is an aided English school, and at Bhowanipur are a congeries of boys' and girls' schools, among which the college and collegiate school of the London Missionary Society and the Bishop's Female School and Zenana Agency deserve especial mention. The London Society's missionaries have several vernacular schools which receive valuable instruction and unostentatious aid from ladies who object to their good works being publicly mentioned. On the east of Calcutta between the Mahratta ditch and the Salt Water Lakes are aided English schools at Entali and Narikeldanga. The Calcutta Boys' school near St. James' Church, and the Entali Loretto Orphanage do a great work among the poorer European and East Indian community. At Entali the Baptists have a large native school. Besides these English schools there are within a ring of four miles beyond the Mahratta ditch numerous vernacular schools, of which about twenty are aided by

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Government. Much of the instruction in the suburbs of Calcutta is given in small unaided schools of less than 20 boys not reported on by the Inspector. To the southward of Calcutta beyond Tolly's Nalla, the bed of the old Ganges is bounded on the east by the salty district bordering on the Sunderbuns, which here runs for twenty miles nearly north and south, and on the west by a trough of low-lying land in which during every rainy season the villages seem to be built on islands separated by long stretches of inundation. Along this trough of land, which runs nearly north and south, the Society for the Propagation of the Gospel and the London Society have several schools, which are almost all in an unsatisfactory state both as to numbers and progress. These schools are attended by fishermen and cultivators. Westward of this trough of land, and partly crossing it, is the road leading to Diamond Harbour, and between the road and the Hooghly river is a district which southward of Thakurpukur is sparsely marked with schools, though the Rev. J. Long has long laboured to establish them. The vernacular schools under this gentleman and in the neighbourhood of Thakurpukur are some of the best village schools in the district of the 24-Pergunnahs. Along the eastern bank of the Hooghly river, from a little distance below Achipur down to the Sunderbuns, is the sub-division of Diamond Harbour. It has few schools, and those few in anything but a flourishing state. Though Englishmen consider Diamond Harbour to lie on the banks of the Ganges, no Native, whether high or low, makes such a mistake. Joynagar, on the west bank of the old Ganges, is 20 miles due east of Diamond Harbour, and Hindus dying near Diamond Harbour are carried 20 miles inland and are burnt by the side of some one of the numerous pools which still are honored by the name of the sacred Ganges.

"The Barrackpur sub-division is well supplied with schools. In the Governor-General's Park is the Government school, which receives an assignment of only Rs. 80 a month, but yet produces satisfactory results. Within a radius of six miles of Barrackpur on the east of the river, are the large aided English schools of Agarpara, Sodepur, and Echapur. The Agarpara school has 251 boys, and receives a grant of Rs. 120. It is under the Church Missionary Society, which has also a female orphanage at Agarpara. Several girls' schools have been established near Barrackpur, which are superintended by ladies connected with the Indian Instruction Society. The aided vernacular schools near Barrackpur are at Manirampur, Palta, Khardaha, Nataghar, Sodepur, Dakinaswar, Panihati, Barrackpur, Rara, Belghoria, Echapur, Ariada; besides these there are several small unaided village schools.

"North of Barrackpur are the flourishing English schools at Samnagar, Nyehatti, and Halishahar, of which the last is the best Nyehatti school is under the General Assembly. In the Barrackpur sub-division there are 14 aided vernacular schools.

The Dum-Dum sub-division is not well supplied with schools. English schools exist at Dum-Dum, Kadhati, and Bistopur; aided vernacular schools are seven in number in this sub-division.

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The old Baraset district now contains the three sub-divisions of Baraset, Bushirhat, and Satkhira. The chief sub-division enjoys the advantage of a good Government school, a legacy of the time when Baraset was under a Magistrate and Collector. Within seven miles of Baraset are the flourishing English schools of Nebodhoy, Ghotā Jagulia, Nulkura, and the good vernacular schools of Baraset, Badu, Chota Jagulia, besides several others of second and third rate merit. About ten miles east of Baraset the salt streams of the Sunderbuns flow up quite into Nuddea. This part of the district is poor in schools. East of this salt region is the sub-division of Bushirhat. Through this sub-division flows the Ichamuti river, near whose banks are several schools, among which may be mentioned with commendation the aided English school at Taki and the Government vernacular schools at Pura. The Deputy Magistrate long complained that the people of the village of Bushirhat, though they sent their sons to the aided school, bore no adequate share of the burden, but left the Deputy Magistrate and his amlah to meet the expense. This feeling of dissatisfaction became so strong last year that the Deputy Magistrate gave up the English school. More than 20 miles to the east of Baraset is the excellent English school at Goverdanga, and at Satkhira, 30 miles from Baraset, is the English school liberally supported by Babu Pran Nath Ray Chauduri, the aged and blind zemindar of Kasipur.

“The Satkhira sub-division is on the east of Baraset. It is swampy and its climate is much disliked by strangers. It is about 25 miles broad and 30 long, and contains only three English and eight vernacular schools. It is the Bœotia of Baraset.”

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## Presidency Division.—District of the 24-Pergunnahs.

## Return of Schools in the 24-Pergunnahs.

DESCRIPTION OF SCHOOLS.	No. of schools on 31st March 1872.	No. of pupils on 31st March 1872.	Average daily attendance.	RECEIPTS.					Expenditure.	No. of Masters.	Cost to Government.	Total cost.
				From Government.	FROM LOCAL FUNDS.		Total.					
					Fees and fines.	Other local sources.						
<b>Higher Schools.</b>												
Government ...	2	321	244	Ra. A. P. 3,076 15 7	Ra. A. P. 5,290 7 3	Ra. A. P. ....	Ra. A. P. 8,367 6 10	Ra. A. P. 8,367 6 10	Ra. A. P. 8,367 6 10	16	10 5 9	23 2 9
Aided { Missionary ...	3	610	469	3,540 0 0	7,827 14 6	2,981 5 6	14,349 4 0	14,349 4 0	14,458 7 3	...	5 14 8	.....
Native ...	10	1,220	874	6,616 14 6	13,049 8 9	6,233 2 6	24,899 9 9	24,899 9 9	25,033 3 5	...	.....	.....
Total Aided ...	23	1,830	1,343	10,156 14 6	19,877 7 3	9,214 8 0	39,248 13 9	39,248 13 9	39,491 10 8	99	5 10 5	21 15 7
Total of Higher Schools ...	15	2,151	1,587	13,233 14 1	23,167 14 6	9,214 8 0	47,516 4 7	47,516 4 7	47,839 1 2	115	6 5 1	18 13 9
Unaided Schools ...	6	1,539	.....	.....	.....	.....	.....	.....	.....	60	.....	.....
<b>Middle Schools.</b>												
Government Vernacular ...	7	547	401	1,916 1 6	2,394 7 0	60 0 0	3,370 8 6	3,370 8 6	3,370 8 6	23	3 12 5	6 10 4
Aided { Missionary ...	1	52	45	360 0 0	619 14 6	246 11 6	1,226 10 0	1,226 10 0	1,226 10 0	...	.....	.....
Vernacular ...	5	307	238	865 0 0	622 8 9	675 10 9	2,163 3 6	2,163 3 6	2,176 8 6	...	.....	.....
Total Aided ...	36	2,054	1,550	12,025 1 0	11,925 7 9	11,782 2 5	35,022 11 0	35,022 11 0	35,012 4 8	...	.....	.....
Total of Middle Schools ...	94	5,358	4,102	13,894 3 9	12,345 13 5	8,810 12 2	35,070 13 2	35,070 13 2	35,002 1 9	...	.....	.....
Unaided English ...	136	7,771	5,925	27,144 4 9	24,823 12 3	21,515 4 8	73,483 5 8	73,483 5 8	73,417 8 11	366	3 9 8	9 11 11
Ditto Vernacular ...	145	8,318	6,326	29,090 6 3	26,218 3 9	21,575 4 8	76,853 14 2	76,853 14 2	76,798 1 5	388	3 9 9	9 8 10
Total of Middle Schools ...	10	461	.....	.....	.....	.....	.....	.....	.....	27	.....	.....
Total of Middle Schools ...	8	309	.....	.....	.....	.....	.....	.....	.....	15	.....	.....

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DESCRIPTION OF SCHOOLS.	RECEIPTS.										Expenditure.	No. of Masters.	Cost to Govern-ment.	Total cost.
	No. of schools on 31st March 1872.	No. of pupils on 31st March 1872.	Average daily at-tendance.	FROM LOCAL FUNDS.					Total.					
				From Gov-ernment.	Fees And fines.			Other local sources.						
					Ra. A. P.	Ra. A. P.	Ra. A. P.			Ra. A. P.				
Primary Schools.														
Government...	1	24	51	275 0 0	72 4 0	.....	.....	347 4 0	Ra. A. P.	347 4 0	Ra. A. P.	Ra. A. P.	Ra. A. P.	Ra. A. P.
Aided {	5	2,470	1,802	3,990 4 0	2,069 9 9	4,730 11 9	10,790 9 6	.....	.....	.....	.....	.....	.....	.....
	89	3,373	2,629	5,379 12 6	2,083 13 0	249 7 11	10,723 1 5	10,721 10 7	211	.....	.....	.....	.....	.....
	8	210	157	454 6 2	366 13 0	24 0 0	835 3 2	835 3 2	8	.....	.....	.....	.....	.....
Pathshalas...	156	6,353	4,488	9,824 6 8	7,520 3 9	5,004 3 8	22,348 14 1	22,396 3 3	219	1 12 0	3 13 10	.....	.....	.....
Total of Primary Schools	187	6,077	4,509	10,099 6 8	7,593 7 9	5,004 3 8	22,696 2 1	22,637 7 2	221	1 12 9	4 0 8	.....	.....	.....
Ditto Unaided Primary Schools	1	19	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....
Ditto ditto Pathshalas...	418	10,684	.....	.....	.....	.....	.....	.....	418	.....	.....	.....	.....	.....
Girls' Schools.														
Government	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Aided {	11	341	269	2,214 10 6	203 8 6	3,645 12 4	6,063 15 0	6,063 15 0	.....	.....	.....	.....	.....	.....
	5	135	104	737 0 0	.....	1,335 0 0	2,072 0 0	2,072 0 0	.....	.....	.....	.....	.....	.....
	13	411	270	1,635 11 0	64 6 0	1,711 14 0	3,411 15 0	3,408 7 0	.....	.....	.....	.....	.....	.....
Total Aided	29	887	643	4,587 5 6	267 14 6	6,692 10 0	11,547 14 0	11,544 6 0	51	6 2 1	15 6 11	.....	.....	.....
Total Unaided	5	171	.....	.....	.....	.....	.....	.....	10	.....	.....	.....	.....	.....
Total of Government and Aided Schools	344	17,433	13,065	56,981 0 6	59,246 8 0	49,486 10 4	1,58,714 2 10	1,58,829 0 2	775	3 7 3	9 10 1	.....	.....	.....
Total of Unaided Schools...	448	13,183	.....	.....	.....	.....	.....	.....	532	.....	.....	.....	.....	.....
Grand Total	792	30,616	.....	.....	.....	.....	.....	.....	1,307	.....	.....	.....	.....	.....

*Presidency Division.—District of the 24-Pergunnahs.*

By the kindness of the Collector, Mr. Graham, I have been informed that the population of the 24-Pergunnahs, according to the first summaries of the late census, is 1,950,000,\* and that of the suburbs of Calcutta is 257,000, so that exclusive of Calcutta the total population of the 24-Pergunnahs is 2,207,000.\* For this number the Educational Department has been able to tabulate 792 schools, containing 30,616 pupils, or there is one school to every 2,891, and one pupil to every 71 of the population, and each school on the average has 39 pupils. If we suppose the male portion of the population to number somewhat less than half, or 1,100,000, and if we deduct the 34 schools containing 1,058 girls, we have for the male population 758 schools attended by 29,558 boys. This would give one school for every 1,451 males, and one scholar to every 39, the girls being too few to influence the number except by a fraction. To the above total must be added the number who pick up instruction at home or at the village shop,—a number by no means inconsiderable and more than enough to counter-balance the formidable number of boys who stay but a short time at school and who learn slowly but forget quickly.

In the cold season the Deputy Inspectors Babus Jagat Chandra Banerji, Nilmani Mukhurji, and Haramahan Bhattacharya under my direction took the educational census of 17 villages in the Diamond Harbour sub-division and of 103 villages near Basirhat. These educational censuses showed that though schools were few, 11·9 and 7·6 per cent. respectively of the population could sign their names or count. In England and Wales, according to the report of the Commissioners on Popular Education, 8 per cent. of the population are at school. It is probable that when the results of the general census are known it will be found that Basirhat and Diamond Harbour are, as regards the number of schools, not above, but absolutely below, the general average of the zillah. Should this be the fact, it will prove that a very large portion of the population receive education in other ways than by attendance at school, and even when we have entered the pupils of all the schools which the general census discloses, and deduced from their sum the number of the population who might be expected to be able to read, write, and count a little, we should find that we had not nearly reached the number who possess in some degree one or more of these useful qualifications.

The unaided schools on our tables number 448, containing 13,183 pupils, instructed by 532 teachers. From some known schools statistics have not been obtained, so that the number of schools and pupils is really somewhat larger than is here shown. Unfortunately unaided schools will not give statistics about money matters, and hence all questions of the cost of education must be obtained from the returns of Government and aided schools. The number of these schools is 344, and they contain 17,433 pupils and 775 teachers. Comparing together the statistics of aided and unaided schools we see that the aided and Government schools contain on the average 50 pupils, and that 100 of

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\* The published returns of the census shows the population to be 2,210,047.

*Reports of Inspectors of Schools.*

the schools are attended by 222 teachers, while for the unaided schools we have only 29 pupils to a school, and 100 schools are attended by 120 teachers. Hence five unaided schools have on the average only as many pupils as three aided schools, and they are taught by fewer masters.

On the education of more than two millions of people in the 24-Pergunnahs, Government spent last year Rs. 56,981, or a trifle over one half-penny per head per annum. The total cost of the above 344 schools was Rs. 1,58,829. Unhappily only 17,433 of the two millions sought education in aided or Government schools, and for them Government paid a trifle under seven shillings a head, while the total cost of education was 20 shillings a head.

In the new Code of 1871 for primary instruction in England and Wales I find the following provision (see Blue Book for 1871, page cx.)

32. "The grant-in-aid is reduced—

(a)—"By its excess above—

(1)—"The amount of schooling-fees and subscriptions for educational purposes, including payments for such purposes made by a school board, and

(2)—"The rate of 15 shillings per scholar to the average number in attendance."

The 2,151 higher class school pupils in the 24-Pergunnahs receive per head from Government only Rs. 6-5-1 a year, or less than 12 shillings and seven pence, and this grant is met by Rs. 18-13-9, or more than 37 shillings and 17 pence, from the people. In the lower provinces of Bengal generally the cost to Government of a boy's education at one of the 80 higher class aided schools was by the last report Rs. 6-13-5, or under 14 shillings a year, and the people gave to meet it Rs. 16-13-6, or more than 37 shillings and 6 pence. Higher class education in the lower provinces cost Government less per head than primary education in England; the people have given half a crown to meet a shilling from Government, whereas the people in England give only a shilling, and yet a high authority on educational matters has declared the expenditure in higher class schools in Bengal to be "lavish" and "extravagant."

The total average cost of each pupil's instruction in the 24-Pergunnahs is Rs. 9-10-1 yearly, or less than a pound a year. The cost to Government is Rs. 3-7-3, or less than 7 shillings. If we could gradually reduce the seven shillings to six shillings and eight pence, we should, by a perfectly voluntary system, reach the proportion prescribed by the Government of India between local contribution and imperial grant. It is, however, to be observed from the financial table that this satisfactory result is obtained from the contributions of higher class schools. Thirteen aided higher class schools containing 1,830 pupils spend Rs. 30,492 and receive from Government Rs. 10,157, or their total expenditure was nearly four times as much as the Government grant. It must, however, be noticed that the contribution for three Missionary schools, exclusive of fees, is Rs. 2,981, which is a gift to the people and not a sum raised by their efforts. The fees raised in the 15 higher class schools are Rs. 25,168, and the subscriptions Rs. 9,214, and

*Presidency Division.—District of the 24-Pergunnahs.*

the Government grant is Rs. 13,234. Fees are by far the most trustworthy of the resources of a school, for subscriptions depend on the life or good fortune or good temper of some influential men, and one or other of these essentials to the continued prosperity of a school is constantly disappearing when most required. It is therefore a subject of great satisfaction to see fees defray more than half the cost of education in higher schools.

In 37 middle class, English aided schools nearly the same result is seen. In Rs. 36,239 of expenditure the Government grant is Rs. 12,385, or a trifle over a fourth part. With 99 vernacular middle aided schools the result is not so satisfactory. Rs. 14,759 from Government are met by Rs. 37,178 from fees and subscriptions. Pupils in middle class English and vernacular schools cost per head Rs. 17-5-3 and Rs. 6-13-4, towards which Government contributes Rs. 5-14-9 and Rs. 2-11-4 respectively.

For primary education Government pays in the 24-Pergunnahs Rs. 10,099, which are met by Rs. 12,596 from the people. In the 8 Government patshalas—for unhappily there are only 8 such primary schools—the cost to Government is Rs. 454 and subscription and fees only Rs. 381. Government pathsalas do not attract from the people so much support as the lower class aided schools. Perhaps it may be said that as there is no object to be gained by overstating the fees and subscriptions, the income returned is more reliable than that from aided schools, which have to keep up to stipulated conditions.

Girls' schools are 29 in number; they contain 887 pupils, and are attended by 51 teachers, male and female. The progress of the children is slow, and the proficiency attained is with few exceptions unsatisfactory. The total cost of the education of each girl is Rs. 15-6-4, of which sum Government pays Rs. 6-2-1, or more than it pays in higher class aided schools.

The number on the roll on the 31st March 1872 was in all the inspected schools of the 24-Pergunnahs 17,433, and the daily attendance was 13,065, or on the average 75 per cent. Just one boy in four was always absent. The attendance in Nuddea was 77 per cent. The changes during the year are shown in the accompanying table.

*Table showing the changes in the 24-Pergunnahs during the year ending 31st March 1872.*

Description of Schools.	1871.		1872.		Schools opened during the year.	Schools closed during the year.
	Schools.	Pupils.	Schools.	Pupils.		
<i>Higher Schools.</i>						
Government ... ..	2	314	2	321	.....	
Aided ... ..	14	2,024	(a) 13	1,830	.....	(a) Patkpara school abolished.
<i>Middle Schools</i>						
<i>English.</i>						
Government ... ..	.....	.....	.....	.....	.....	
Aided ... ..	40	2,296	(b) 37	2,106	.....	(b) Basirhat and Magura schools abolished and Shalipur temporarily closed.
Carried over ... ..	.....	.....	.....	.....	.....	



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Description of Schools.	1871.		1872.		Schools opened during the year.	Schools closed during the year.
	Schools.	Pupils.	Schools.	Pupils.		
<b>Brought forward</b> ...	....	....	....	....		
<b>Vernacular.</b>						
Government ...	6	407	(a) 7	547	(a) Arunnagar raised from lower to middle class.	
Aided ...	101	5,599	(b) 99	5,685		(b) Paikpara and Siharbali vernacular schools abolished.
<b>Lower Schools.</b>						
Government ...	2	80	(c) 1	24		(c) Arunnagar raised to the middle class.
Aided ...	140	5,556	(d) 143	5,843	(d) Kalmi Khali, Furtabad, Bansdhan, Gazipur, Barisa night, Dandapur, Digbaria, Jagdispur Ranaghat, Nelo, Latpur, Bamunpukur Jaygram, Kamarkanti, Menaka, and Pykhan opened.	(d) Keutia Narayanpur attached vernacular abolished, and Srikrishnapur day and night schools, Haripukur, Brahmanpara, Gopole, Jaitara, and Dharmanpur transferred to Nuddea.
<b>Patshalas</b> ...	8	249	8	210		
<b>Girls' Schools including Zenana Agencies.</b>						
Government ...	34	964	(e) 29	887	(e) Nalhatti and Bonhugli schools opened.	(e) Ramnagar, Benipukur, and Gangrai abolished, and Salpukur, Raghobpur, Jhaujra, and Sarisa schools temporarily closed.
Aided ...						
<b>Total</b> ...	347 344	17,579 17,433	344 .....	17,433 .....	19 .....	22 19
<b>Decrease in 1871-72</b> ...	3	146	.....	.....	.....	3

This table shows a decrease of three schools, but since seven schools were transferred to Nuddea owing to a rectification of the boundary line, there is really an increase of four schools.

*Creed of Pupils and Teachers in the Schools in 24 Pergunnahs.*

	Number of schools	HINDUS.		MUSSULMAN.		CHRISTIAN.		TOTAL.	
		Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.
<b>Government Schools.</b>									
Higher English ...	2	312	16	9	...	...	...	321	16
Middle Vernacular ...	7	527	22	20	...	...	...	547	22
Primary ...	1	24	2	...	...	...	...	24	2
<b>Total</b> ...	10	863	40	29	...	...	...	892	40
<b>Aided Schools.</b>									
Higher English ...	13	1,779	90	41	1	10	8	1,830	99
Middle ...	37	1,581	144	121	4	4	2	2,106	150
Ditto Vernacular ...	99	5,225	204	431	9	9	3	5,665	216
Primary ...	156	4,692	101	1,284	17	177	41	6,053	219
Girls' ...	20	738	21	...	1	140	20	887	51
<b>Total</b> ...	334	14,415	620	1,877	32	340	83	16,541	735
<b>Grand Total</b> ...	344	15,178	660	1,906	32	340	83	17,433	775

*Presidency Division.—District of the 24-Pergunnahs.*

*Creed and Race of Pupils and Teachers.*—Of the 17,433 pupils of the schools in the 24-Pergunnahs, 15,178 are Hindus, 1,906 Mussulmans, and 349 Christians. Hence in every 100 pupils there are 80 Hindus, 10 Mussulmans, and 2 Christians, or there are 7 Hindus to one of all other races. Out of the 775 teachers, 660 are Hindus, 32 Mussulmans, and 83 Christians. Hence there is one teacher to every 24 pupils; but these statistics show 1 Christian teacher to 4 Christian pupils; 1 Mussulman teacher to 60 Mussulman pupils; and 1 Hindu teacher to 20 Hindu pupils. Here, as everywhere else in Bengal Proper, Mussulman teachers are not numerous in our schools. I am sorry that in 40 Government schools there are only 29 Mussulman pupils and not one Mussulman teacher. There is not one Christian either as pupil or teacher. Hence Hindus have almost the monopoly of Government schools. There has been no discouragement of Mussulman teachers, whatever there may have been of Christians in Government schools. In aided English schools there are 5 Mussulman, 10 Christian, and 234 Hindu teachers. In middle vernacular schools, among 216 teachers 9 are Mussulmans and 3 only are Christians. In 219 teachers of primary schools, 101 are Hindus, 17 Mussulmans, and 41 Christians. We see that Christians are chiefly employed in schools of the lowest class. As might be expected among the 51 teachers of female schools, 29 are Christians, but I am somewhat surprised to see one Mussulman teacher but not one Mussulmani girl in our female schools.

*Deputy Inspectors.*—The following table shows the distribution of the Deputy Inspectors in the schools of the 24-Pergunnahs. Their districts have been altered so as to be conterminous with sub-divisions. The immense population of the chief or Alipur sub-division renders it necessary for its Deputy Inspector, Babu Radhika Prasanna Mukhurji, to have the help of the Deputy Inspectors of Baripur and Diamond Harbour for the thanahs adjacent to those sub-divisions.

Civil Sub-Division.	School Circle.	Name of Deputy Inspector of Schools.	Salary of Deputy Inspectors.	Date of appointment of Deputy Inspectors.	Number of schools in his circle.
Barrackpur, Barasat, and Dum-Dum.	North-East ...	Jagat Chandra Bannerji	Rs. 200	29th June 1855	69
Calcutta, the Suburbs, Alipur, Thanas Arin-daha and Uriapara.	Central ...	Radhika Prasanna Mukhurji.	150	1st March 1858	66
Baripur, Thanas Sonapur and Taliganj.	South-East ...	Nilmani Mukhurji ...	100	22nd Jan. 1867	67
Diamond Harbour, Thanas Bistupur and Achipur.	South-West ...	Haramahau Bhatta-charya.	100	12th Jan. 1863	68
Satkhira and Basirhat	East ...	Kali Narayan Raha ...	75	10th Dec. 1864	74

Babu Jagat Chandra Bannerji is the Deputy Inspector on the highest grade in my circle. He was for many years the highest native teacher in the General Assembly's Institution, and is consequently well acquainted

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with school management. He superintends the preparation of the bills of the circle pathsala teachers and their payment. His statistics are prepared with admirable accuracy, and have been of late years printed at the end of the report. He is a most active and energetic officer; one of the few men on Rs. 200 who can walk 40 miles a day without being prostrated. His activity and energy have frequently received my hearty commendation. He takes the schools of the Baraset, Barrackpur, and Dum-Dum sub-divisions.

Babu Radhika Prasanna Mukhūrji is a valuable officer, and one whom I strongly recommend for promotion. He superintends the printing of the examination papers for the examinations for minor scholarships, vernacular scholarships, normal schools, and medical college admission. The Magistrate of the 24-Pergunnahs has remarked in a most favourable manner on Babu Radhika's annual report. He has written a small Bengali work on physical geography, which has passed through five editions, and also a work on hygiene, which is widely used and has passed through its ninth edition. He has also compiled an English reader.

The Deputy Inspector of Diamond Harbour is Babu Haramohan Bhattacharya, the son of the venerable and profoundly learned pandit Jay Narayan Tarkapanchanan. He was himself a senior scholar of the Sanskrit College, and takes intelligent interest in the musical class supported by Babu Surendra Nath Tagore. He is possessed of great powers of enduring fatigue.

Babu Nilmani Mukhurji, M.A. and B.L., is the Deputy Inspector of Baripur. He was a senior scholar of the Sanskrit College, obtained the university gold medal on taking his M.A. degree in Sanskrit, and has written an excellent Bengali grammar and a history of India; the latter has been used for the scholarship examinations. Babu Nilmani is the first of his family who has ceased to be a priest. He is wise in his counsels and gentle in his acts, useful to me as Inspector, and acceptable to his schools.

Babu Kali Narayan Raha, the Deputy Inspector of Satkhira, the only one of the five Deputy Inspectors of the district who is not a Brahmin, has during the year deserved both praise and blame, but has actually received from me less than his due proportion of the praise.

*Synopsis of the Social Position Table for Pupils in 344 Schools of the 24-Pergunnahs.*

Class of schools.	Number of schools.	Number of pupils.	Upper.	Middle.	Lower.	Unknown.
Higher	15	2,151	21	1,766	351	13
Middle English	37	2,108	7	1,474	614	11
Vernacular	108	6,212	10	3,149	3,047	6
Primary	157	6,077	...	980	5,063	34
Girls	29	877	5	481	313	89
Normal	...	...	...	...	...	...
Total	344	17,433	43	7,850	9,337	153

*Presidency Division.—District of the 24-Pergunnahs.**Average distribution of every 1,000 Students.*

Class of schools.	Number of schools.	Number of pupils.	Upper.	Middle.	Lower.	Unknown.
Higher ...	.....	245 {	1	101	21	1
Middle English ...			...	85	35	1
„ Vernacular ...		704 {	} 1	181	174	2
Primary ...	.....			237	464	
Girls' ...	.....	51	...	27	19	5
Normal ...	.....	.....	...	.....	.....	.....
Total ...	.....	1,000	2	450	539	9

The table of the social position of 17,433 pupils in the inspected schools shows an unexpected development of pupils from the working classes. No less than 539 in every 1,000 come from these classes, while only 2 in a 1,000 come from the upper classes. The 106 middle vernacular schools are attended in almost equal proportions by the middle and lower classes, having 3,149 pupils of the former to 3,047 of the latter. In the primary schools the lower classes outnumber the middle classes more than five fold. This is satisfactory, but it is due in a great measure to the circle and Missionary schools. It will be seen from the detailed table that more than 60 per cent. of the attendance at primary schools is furnished by cultivators and petty shopkeepers, while only 9 per cent. is furnished by artisans and skilled laborers. Among the artisans, the potters and workers with clay are the most numerous in scholars, and after them come in close succession the carpenters, the goldsmiths, the blacksmiths, and weavers. As goldsmiths are in caste lower than blacksmiths, it shows that the goldsmith is as important a personage to the ladies of Bengal as the milliner is to the ladies of England. The national tendency to use gold and jewels instead of frippery for the outward adorning of a lady's person must be a great advantage to Bengali husbands. Money spent on their wives' attire is not irrecoverably lost.

In higher English schools the lower group of professional men containing clerks, &c, have a vast preponderance over all other classes of society. They furnish more than a quarter of the students of such schools, while as regards all schools generally they form only 13 per cent. of the total. Next to the lower division of professional men comes the higher division, and then the small landholders and the holders of religious endowments. Professional men and small holders of lands form half the supporters of higher English schools.

Twenty-one out of the 43 members of the upper classes of society are in higher class boy's schools, and 5 are in girls' schools. The table contains so many points worthy of remark that it is impossible properly to notice them.

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The higher schools of the 24-Pergunnahs and Baraset which passed students at the Entrance Examination are the following :—

SCHOOLS.	DIVISIONS.			Total number passed.	Merit marks.
	First.	Second.	Third.		
24-PERGUNNAHS.					
Government School.					
Barrackpur ... ..	1	1	1	3	6
Aided, under Missionary management.					
Agarpara C. M. S. ... ..	.....	1	2	3	4
Garden Reach C. M. S. ... ..	.....	2	.....	2	4
Aided, under the management of Native Gentlemen.					
Barripur ... ..	.....	1	.....	1	2
Barisa ... ..	1	2	.....	3	7
Kassipur ... ..	.....	.....	2	2	2
Harinavi ... ..	2	1	1	4	9
Sodepur ... ..	.....	1	.....	1	2
South Buru or Joynagar ... ..	.....	3	2	5	8
Unaided, under Missionary management.					
London Missionary Institution, Bhabanipur... ..	5	14	1	18	40
Intali Institution (Baptist) ... ..	.....	.....	2	2	2
Unaided, under the management of the Native Gentlemen.					
Bhabanipur Institution ... ..	.....	.....	2	2	2
Bhabanipur Union Academy ... ..	.....	1	2	3	4
In Baraset, Old District.					
Baraset Government School ... ..	.....	2	3	5	7
Total of 14 schools ... ..	9	27	18	54	99

Nine students obtained scholarships, and they came from the following schools :—

*First grade.*—Scholarships none.

*Second grade.*—London Mission School, Bhabanipur, 4 scholarships; and Harinavi school 1 scholarship.

*Third grade.*—Barrackpur Government school, London Mission school, Harinavi, and Barisa schools, 1 scholarship each.

The following tables show the results in the Minor and Vernacular Examinations.

MINOR SCHOLARSHIP.	Hindus.	Mussulmans.	Others.	Total.
First division ... ..	4	.....	.....	4
Second division ... ..	15	.....	.....	15
Third division ... ..	35	.....	.....	35
Total of passed ... ..	54	.....	.....	54
Candidates failed ... ..	.....	.....	.....	18
Total ... ..	.....	.....	.....	72

*Presidency Division.—District of the 24-Pergunnahs.*

VERNACULAR SCHOLARSHIP.						Hindus.	Mussulmans.	Others.	Total.
First Division	...	...	...	...	...	23	1	.....	23
Second	„	...	...	...	...	56	.....	.....	56
Third	„	...	...	...	...	73	1	.....	73
Total of passed						150	2	.....	152
Candidates failed						.....	.....	.....	37
Total						.....	.....	.....	189

A short notice will be sufficient of the results of the minor and vernacular scholarship examinations for the district of the 24-Pergunnahs including the suburbs of Calcutta. For the minor scholarship examination 23 middle English schools sent up 72 candidates, of whom 18 failed, 54 passed, and 7 received scholarships of Rs. 5 monthly, tenable for 2 years at a higher school or at the Medical College. All the 7 scholars were Hindus, 2 Brahmins, and all the rest Kayasthas. They come from the following schools—2 from Chota Jagulia, 2 from Nalta, and 1 each from the schools at Gopalnagar, Sarisa, and Karanjali.

To the vernacular scholarship examination 58 schools sent up 189 candidates, of whom 37 failed, 152 passed, and 27 received scholarships, of which 20 were tenable for 4 years, and 7 for 1 year; 10 scholarships are given to the 24-Pergunnahs and 10 to the old district of Baraset. The 24-Pergunnahs scholarships were carried off by the following schools:—3 by Khidirpur, 4 by Dakhinesvar, and 1 each by Mazilpur, Charakdanga, and Panihati.

The 10 Baraset scholarships were won as follows:—2 by Taki; 2 by Arbelia, and 1 each by Kusadanga, Halisahar, Puna, Tantra, Baraset and Dhulihar.

All the scholars were Hindus, one Mussulman alone excepted. He came from Panihati. About half were Brahmins.

Of the seven one-year scholarships, 5 were taken up by the schools at Rudrapur, Kusadanga, Prithiba, Taki, and Arbelia, and 2 by the schools at Nimta and Bistupur.

The scholarships are confined to the old districts, and consequently some students from Baraset gained scholarships who were not so high on the general list of marks as students of the 24-Pergunnahs who went without scholarships.

I use for convenience the old name of Baraset to represent the recent sub-divisions of Baraset, Basirhat, and Satkhira, into which old Baraset district is divided. I believe that Baraset was not one of the original 24-Pergunnahs.

*The principal friends of Education in 24-Pergunnahs.*

Church Missionary Society.

Society for the Propagation of the Gospel.

London Missionary Society.

*Reports of Inspectors of Schools.*

The Baptist Missionary Society.

Babu Mahim Chandra Pal, Deputy Magistrate, Baripur.

Mr. Jeffery, Assistant Magistrate, Diamond Harbour.

Pandit Dwarkanath Vidyabhusan, Harinavi.

Babu Kali Krishna Mandul, Baoali.

Meer Ramzan Nuskar, Magrahat.

Babu Rajkumar Roy Chaudhuri, Baripur.

„ Thakur Das Roy Chaudhuri and Co., Baripur.

„ Sasi Pada Banerjee, Barahanagar.

„ Kali Krishna Dutta, Nibadhai.

„ Madhu Sudan Basu, Chota Jagulia.

„ Gouri Prasad Maitra, Malancha.

„ Benick Chandra Chatterji, Kidderpur.

„ Srinath Basu and Sons, Boru.

„ Haranath Bhanja, Jaynagar.

„ Rajmohun Chaudhuri, Taki.

The estates of late Sarada Pracanna Mukhurji, Gobardanga.

Babu Prannath Ray Chaudhuri, Satkhira.

„ Mahim Chandra Chakravarti, Goba.



*Presidency Division.—Nuddea District.*

**NUDDEA.**—This zilla extends along the east bank of the Ganges from Plassey on the north to Kanchrapara on the south, a distance of about 73 miles in a direct line. It stretches eastward for about 43 miles from the Ganges. There is a short thin strip of land on the west of the Ganges at Navadwipa marking the former bed of the river. The grove of Plassey has long since disappeared into the Ganges, and only one old mango tree now remains to mark the site of the famous battle.

Navadwipa, the ancient seat of Sanskrit learning, has changed its situation from the eastern to the western bank of the Ganges, the wayward river first cutting a channel east of the town, thus making it an island, and then deserting its former bed. The name of Navadwipa (or new island) marks the time when it became an island.

Kanchrapara, nearly opposite to Tribeni, is the spot where it is fabled the streams of the Ganges, Jumna, and Sarasvati, separate their waters. These three streams, the Hindus tell, join at Allahabad, the Sarasvati flowing underground from the Punjab and trickling out drop by drop in the fort of Allahabad. At Tribeni they again separate. Allahabad and Tribeni are also called Juktabeni and Muktabeni to designate the junction and separation of the three streams. From Tribeni the Ganges flows southward by Calcutta, Kalighat, and Barripore; the Sarasvati goes at first westward and then southward almost parallel to the Ganges, coming out six miles below Calcutta. The Jumna or Jamuna goes eastward and forms part of the southern boundary of Nuddea, and then turning southward enters the sea eastward of the great estuaries of the Mutla and Raymungal, which are thus included in the island formed by the Ganges and Jamuna.

The Hooghly river at Garden Reach is the result of a small modern cutting to join the Ganges and Sarasvati. In the time of the Stuarts, English ships went to Hooghly by the Sarasvati.

The eastern part of the northern boundary of Nuddea is the Padma river, the portion of the pure Ganges seduced and defiled by the Musician Padma. The east boundary is not clearly marked except on the south, where the vagrant river, the Bhairab, changes its name for the last time and flows into the sea along the channel of the Cabbadok river. This river, Bhairab, rises, it is said, in the Himalayas, and in its path to the sea crosses the Padma, the Zalingi, and the Matabhanga, flowing for some miles along the channel of each of these rivers in its passage across them. Tradition has here preserved some trace of the physical geography of Bengal before the great burst of the Ganges eastward. Nuddea zilla is a network of the deserted beds of ancient rivers, the constantly recurring termination of "daha" or "dah" marking the pool of deep water under the steep bank of some river now forgotten.

In Nuddea the late census gave the population to be 1,806,102. The number at school is, as far as we know, 15,516. Hence 1 in every 116 is at school. If we reject the 564 girls, we find 14,952 pupils remaining. I do not know the number of males in the population, but assuming it roughly to be 900,000, we have 1 in every 60 of the male population at school.



*Reports of Inspectors of Schools.*

In the educational census taken at Diamond Harbour and Basirhat the percentages were 24.4 and 14.9 of the male population. This shows that either there is a great amount of instruction given of which the Educational Department has no statistics, or that education in Nuddea generally is not so advanced as in the 24-Pargunnahs; perhaps both propositions are true.

Ten years ago there was but one Deputy Inspector for the district. Then the village school system was introduced, and Deputy Inspectors were gradually added as new schools sprang up. Six years ago there were 5 Deputy Inspectors, now there are 4. In the course of gradual enlargement, the circles of Deputy Inspectors were determined by the number of schools they could inspect, and the civil boundaries of magisterial sub-divisions could not be much regarded. In consequence of the orders of His Honor the Lieutenant-Governor of Bengal, the districts of the Deputy Inspectors have recently been adjusted and made to coincide with the civil boundaries. They are now as follows:—

Civil Sub-division.	School Circle.	Name of Deputy Inspector of Schools.	Salary of Deputy Inspector.	Date of appointment of Deputy Inspector.	Number of schools in his circle.
Kustia and Meherpore...	North-East ...	Nil Madhav Mukhurji	Rs. 75	6th Aug. 1869	49
Chuadanga and Bongong	South-East ...	Gouri Sankar Ghosal	75	24th April 1865	86
Ranaghat ...	South-West ...	Mahendra Nath Ray...	150	10th Jan. 1862	61
Kishnagar ...	North-West ...	Sripati Mukhurji ...	150	15th Nov. 1858	69

These Deputy Inspectors are instructed to give the Assistant and Deputy Magistrates of their circle the fullest information in their power.

Babu Sripati Mukhurji is one of the oldest Deputy Inspectors, having served nearly 14 years. He was formerly head master of the Janai aided school, when that institution was in its early strength and vigor.

Babu Mahendra Nath Ray was formerly a master of the Hindu school, and had his health permitted him to reside in Calcutta (as the climate was 20 years ago), he would have risen by his merits to one of the highest appointments in that institution.

Babu Gouri Sankar Ghosal was a distinguished student and scholar of the Sanskrit College. He also attended the Calcutta Medical College for three years. The combination of a knowledge of Sanskrit and of physical and medical science is useful in a Deputy Inspector. The knowledge of Sanskrit conciliates the respect of the people, that of medicine helps to ease their infirmities, and that of physical science will be useful in the introduction of the modern system into our schools.

Babu Nilmadhav Mukhurji, Deputy Inspector of Muragacha, was a junior scholarship-holder in the Hooghly College, and was considered a good Vernacular and English scholar in his time. He was employed as head master at Navadwipa, Ballaghar, Digaputia, and Muragacha for

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several years. His whole service as a teacher extended over 15 years before he was appointed a Deputy Inspector. The Muragacha school was raised to the higher class in his time, and attained a position of prosperity which has continued ever since.

These men are all deserving of praise, but perhaps I might especially mention Babu Mahendra Nath Roy as a most useful and efficient officer, and a Deputy Inspector singularly acceptable to the schools he has to visit.

The Kishnaghur college department, on the 31st March 1872, contained 96 undergraduates, distributed into four classes. The third and fourth-year classes contained 7 and 12 students respectively. As a small class occupies almost as much of a professor's time as a large one, the lectures to these classes of 7 and 12 students were regarded by His Honor the Lieutenant-Governor as almost a waste both of the time of a professor and of the money of the State. It was at first decided to close the classes at the end of the year, but as the students became unsettled, and according to a national proverb did not like to remain in a falling house, they were allowed to study at Hooghly or the Presidency without payment of schooling fee. As Inspector of Schools I have no concern in the management of a college.

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## Reports of Inspectors of Schools.

## Return of Schools in the Nuddea District.

	Number of schools.	Number of pupils on 31st March 1872.	Average daily attendance.	RECEIPTS.						Expenditure.	Number of masters.	Cost to Government of each pupil.			Total cost of each pupil.		
				FROM LOCAL FUNDS.			Total.										
				From Government.	Fees and fines.	Other local sources.											
				Ra. As. P.	Ra. As. P.	Ra. As. P.	Ra. As. P.	Ra. As. P.	Ra. As. P.	Ra. As. P.	Ra. As. P.	Ra. As. P.	Ra. As. P.	Ra. As. P.	Ra. As. P.	Ra. As. P.	
<b>Higher Schools.</b>																	
Government ...	1	195	154	11,394 11 2	5,821 10 0	.....	27,216 5 7	17,216 5 7	4,353 12 3	15,933 12 9	60	6 6 9	59 2 2	59 2 2	87 13 4	.....	
Aided { Missionary ...	1	172	127	1,360 0 0	1,488 2 3	1,500 0 0	4,368 13 6	4,368 13 6	4,353 12 3	15,933 12 9	...	.....	.....	.....	.....	.....	
Native ...	9	754	574	4,499 10 5	7,653 10 3	3,846 14 6	15,985 3 2	15,985 3 2	15,933 12 9	15,933 12 9	...	.....	.....	.....	.....	.....	
Total ...	10	926	701	5,859 10 5	9,127 7 9	5,346 14 6	20,354 0 8	20,354 0 8	20,354 0 8	20,354 0 8	60	6 6 9	59 2 2	59 2 2	87 13 4	.....	
Total of higher schools ...	11	1,121	855	17,274 6 0	14,949 1 9	5,346 14 6	37,570 6 3	37,570 6 3	37,503 13 7	37,503 13 7	72	15 8 9	15 8 9	15 8 9	33 13 1	.....	
Total of unaided ...	4	782	...	.....	.....	.....	.....	.....	.....	.....	32	.....	.....	.....	.....	.....	
<b>Middle Schools.</b>																	
Government vernacular ...	4	219	158	1,139 13 3	609 12 9	.....	1,749 10 0	1,749 10 0	3,689 4 3	2,261 10 6	9	5 9 4	5 9 4	5 9 4	8 9 2	.....	
Aided { Missionary ...	2	235	202	1,032 0 0	1,351 13 6	1,212 0 0	3,595 13 6	3,595 13 6	2,249 11 6	2,261 10 6	...	.....	.....	.....	.....	.....	
Vernacular ...	2	218	278	720 0 0	568 11 6	980 0 0	2,249 11 6	2,249 11 6	2,249 11 6	2,261 10 6	...	.....	.....	.....	.....	.....	
Native { English ...	23	1,282	954	9,106 6 6	7,784 6 6	7,885 7 1	24,776 4 1	24,776 4 1	24,776 4 1	24,835 12 4	...	.....	.....	.....	.....	.....	
Vernacular ...	21	980	888	2,846 12 0	2,575 2 6	2,156 3 9	7,578 2 3	7,578 2 3	7,578 2 3	7,613 13 0	...	.....	.....	.....	.....	.....	
Total aided ...	53	2,783	2,222	13,705 2 6	12,280 2 0	12,213 10 10	38,198 15 4	38,200 8 1	38,200 8 1	39,200 8 1	163	5 2 2	5 2 2	5 2 2	14 5 2	.....	
Total of middle schools ...	57	2,963	2,380	14,844 15 9	12,869 14 9	12,213 10 10	39,943 9 4	39,943 9 4	39,943 9 4	39,943 9 4	172	5 2 2	5 2 2	5 2 2	13 14 7	.....	
Total of unaided English ...	8	277	...	.....	.....	.....	.....	.....	.....	.....	12	.....	.....	.....	.....	.....	
Total of unaided Vernacular ...	4	237	...	.....	.....	.....	.....	.....	.....	.....	11	.....	.....	.....	.....	.....	

### **Primary Schools.**

[illegible]

*Reports of Inspectors of Schools.*

We see from this return that, exclusive of the Kishnagur college department, there are in Nuddea 507 schools known to the Education Department, whether aided or unaided. They contain 15,516 pupils and are taught by 737 teachers. Unfortunately financial statistics cannot be obtained from the 255 unaided schools, and therefore I have been obliged to enter this class of schools separately in the financial statement. The number of Government and aided schools is 252, containing 9,110 pupils, and 6,832 in average daily attendance. Hence the attendance is 77 per cent., or about one pupil in four is generally absent.

The total sum spent on these 9,110 pupils is Rs. 1,01,490, of which Rs. 45,093 are contributed by Government, Rs. 33,163 by fees, and Rs. 23,233 by subscription, &c. Roughly speaking, 9,000 pupils cost a lakh of rupees, of which Government pays 45 per cent. and the people 55 per cent. When we come to consider the different classes of schools we find the percentage greatly altered, for towards the instruction of 701 boys in higher class aided schools Government gives Rs. 5,879, the people and the missionaries contribute in subscriptions Rs. 5,346, and the fees raised are Rs. 9,127.

Hence Rs. 100 from Government brings out Rs. 245 from the people, or considerably more than the contribution of two to one insisted on by the Supreme Government. The collegiate school is an exceptional institution, for there the proportion is reversed and Government gives two rupees to every one received from the people. The competition of other schools with low fees for pupils eligible for the lower classes of the collegiate school has reduced the numbers on the roll of the latter institution, and consequently increased the cost to Government of each scholar.

The aided middle class English schools number 30 and contain 1,535 pupils and cost Rs. 28,325, of which Government gives Rs. 10,138, or 35 per cent. The vernacular middle schools number 23 and contain 1,198 boys and cost Rs. 9,875, of which sum Government gives Rs. 3,567, or 35 per cent. The Government of India is willing to give from imperial income 35 per cent. of the expenditure. The Government and aided higher and middle class schools in Nuddea, excluding the collegiate school, cost in all Rs. 60,237, of which sum Government paid Rs. 20,725, or 34.4 per cent. Hence the aided English and Vernacular schools in Nuddea have nearly reached the proportion insisted on by the Imperial Government. It is singular that the English and Vernacular middle schools receive the same percentage of aid on expenditure. As it is usual to give less favorable terms to English than to Vernacular schools, it will be desirable on the renewal of grants to raise the terms of English schools in Nuddea.

The primary aided schools are only four and may be summed up with the 168 Government pathshalas without introducing error. In a total expense of Rs. 15,772 on the primary education of 4,674 pupils Government pays Rs. 9,394. Hence 59 per cent. of the cost is given by Government and only 41 per cent. by the people. For primary instruction in the vernacular under the pathsala system the yearly cost

*Presidency Division.—Nuddea District.*

If each pupil is Rs. 3-6, of which Government gives Rs. 2-0-10, or it gives ten annas in every rupee of expenditure. This shows that in Nuddea mass education cannot be propagated under the grant-in-aid rules. It must be taken up by Municipalities or by Government.

**GIRLS' SCHOOLS.**—Girls' schools are expensive institutions, and if the Roman Catholic Orphanage, where the subscriptions are large, be taken out of consideration, the cost of the other ten schools would be divided equally between Government and the people, each girl costing in all a guinea a year,—the cost of between four and five boys in primary schools. The remarkable circumstance that 10 unaided girls' schools with 214 pupils are found in Nuddea, is explained by the fact that these are mostly missionary schools. The only normal school in Nuddea is the aided school at Kishnagur, conducted by the Church Missionary Society. Each student costs Rs. 130 annually, of which Government pays half. Normal schools are expensive institutions both in England and in India. In India the aided normal schools per pupil are more expensive than the Government normal schools, but as religious societies pay half the expense at least, the cost to Government is practically less than in its own schools.

The unaided schools in Nuddea are greater in number by three, but less in pupils by 2,704, than the aided and Government schools. This shows that on the average they are smaller schools than those of the aided class. The unaided higher English schools, however, are conspicuous exceptions to the rule, being the largest schools in the zilla. Comparing the schools in Nuddea with those reported last year, we obtain the following result:—

	1871.		1872.		REMARKS.
	Schools.	Pupils.	Schools.	Pupils.	
<i>Higher Schools.</i>					
Government ... ..	1	213	1	195	* Mamjoni higher class English school cancelled.
Aided ... ..	11	1,054	10*	926	
<i>Middle Schools, English.</i>					
Aided ... ..	33	1,710	30†	1,535	† Shahibnagar, Lakhuria, and Barnia abolished.
<i>Middle Schools, Vernacular.</i>					
Government ... ..	4	206	4	219	‡ Increase of one school is thus shown: 2 transferred from 24-Pergunnahs and the Baharrampur attached school abolished, net one increase.
Aided ... ..	22	1,093	23‡	1,198	
<i>Lower Schools.</i>					
Aided ... ..	4	185	4	152	§ Three pathsalas temporarily closed last year, one opened this year.
Pathsalas... ..	165	4,613	169§	4,522	
<i>Girls' Schools.</i>					
Aided ... ..	11	321	11	350	
<i>Normal Schools.</i>					
Aided ... ..	1	29	1	13	
Total ... ..	252	9,424	252	9,110	

*Reports of Inspectors of Schools.*

The creed of the pupils and teachers in Government and aided schools is thus represented.

*Creed of Pupils and Teachers.*

Description of Schools.	Number of Schools.	HINDUS.		MUHAMMADANS.		CHRISTIANS.		TOTAL.	
		Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.
<i>Government Schools.</i>									
Higher English (Kishnaghur collegiate school).	1	190	11	5	...	...	1	195	12
Middle Vernacular ... ..	4	216	9	3	...	...	...	219	9
Total of Government schools ...	5	406	20	8	...	...	1	414	21
<i>Aided Schools.</i>									
Normal schools for masters ...	1	...	2	...	...	13	2	13	4
Higher English ... ..	10	897	56	27	...	2	3	924	60
Middle English ... ..	30	1,422	102	83	1	30	5	1,535	103
Middle Vernacular ... ..	23	1,115	47	77	...	6	8	1,198	55
Primary ... ..	172	5,627	140	963	3	85	8	4,674	151
Girls' ... ..	11	250	14	2	...	53	6	350	20
Total of aided schools ...	247	7,351	361	1,151	5	194	32	8,696	398
Total of Government and aided schools.	252	7,757	381	1,159	5	194	33	9,110	419

We see from the table that 252 Government and aided schools have 419 teachers for 9,110 pupils. This shows that on the average there are in such schools 36 boys to a school and 21 boys to a teacher. The classes therefore are not large and there are a dozen teachers to 7 schools. We see also that the collegiate school has 12 teachers, the higher English aided schools on the average 6 teachers, the middle English schools 3 to 4 teachers, the middle Vernacular schools 2 to 3 teachers, and 172 primary schools have only 151 teachers. This apparent anomaly is explained by the fact that 21 of the primary class are open only at night, and are taught by the same teachers who keep the day schools.

The Muhammadans are believed to be more numerous in Nuddea than Hindus. The census will soon determine the question, but meanwhile it is sad to see that the Hindus at school are to Mussulmans as 7,757 to 1,159, or as 7 to 1, while the number of Hindu teachers to Mussulman teachers is as 381 to 5, or as 76 to 1. These facts are very disheartening. The Christian teachers are 33, while the Christian pupils are only 194. This shows that some Christians instruct pupils who are not Christians, a result explained by the fact that missionary schools are attended chiefly by Hindu and Muhammadan pupils, but whenever it is possible the teacher is a Christian.

The same tables also show that there are 6,441 pupils learning the Vernacular only to 2,679 learning English, or in every 10 pupils 3 learn English and 7 the Vernacular. The middle schools

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have about 50 boys in each, but there are 30 English schools to 23 Vernacular.

I subjoin in an appendix the table of the social position of the parents and guardians of the pupils in the Nuddea schools. This table requires much more discussion than is admissible in this report. It divides schools into the heads of higher, middle, primary, and girls' schools, with the sub-heads of Government and aided for each. Unaided schools do not readily give these detailed statistics. The table is also divided into 37 different heads of occupations, of which 6 columns show the upper classes, 12 the middle, and 18 the lower, and one column shows those whose parentage is not known. In order readily to compare one district with another, I add for each district a synopsis of the table showing the distribution of every 1,000 pupils among the different schools.

*Synopsis of the Social Position Tables.*

SCHOOLS.	Number of schools, Government and aided.	Number of pupils.	SOCIAL POSITION OF THE GUARDIANS OF PUPILS.				AVERAGE DISTRIBUTION OF EVERY 1,000 PUPILS.				
			Upper.	Middle.	Lower.	Unknown.	Upper.	Middle.	Lower.	Unknown.	Total.
Higher ... ..	11	1,121	23	959	135	5	2	106	15	...	123
Middle English ...	30	1,535	24	1,130	378	1	3	124	42	...	169
Middle Vernacular	27	1,417	5	778	632	2	1	85	69	...	155
Primary ... ..	172	4,674	5	1,710	2,950	9	...	189	323	1	513
Girls' ... ..	11	350	.....	245	100	5	...	28	10	1	39
Normal ... ..	1	13	.....	7	6	...	...	1	...	...	1
	252	8,110	53	4,829	4,227	23	6	533	459	2	1,000

The synopsis shows that in every 1,000 of the population at school there are for Nuddea six pupils from the higher classes of society, 533 from the middle, 459 from the lower, and two of unknown parentage.

The upper classes are chiefly in higher and middle English schools.

The general average of social position among every 1,000 students in the whole Central Division shows 192 pupils of the lower class studying in the higher and middle schools, and 209 in the primary schools. In Nuddea, however, we find 126 in the higher and middle schools, and 323 of the lower classes in the primary schools. This shows that education in Nuddea has filtered downward more than in other zillas. In Hooghly, for example, in every 1,000 pupils only 111 boys of the lower classes are in primary schools; this is accounted for in some measure by the fact that Kishnaghur for some years had a training school for village teachers, and the pathsala system was at work there while Hooghly had neither of these advantages.



*Reports of Inspectors of Schools.**Result of Entrance Examination in the District of Nuddea.*

	NUMBER OF PUPILS PASSED IN				Merit marks.
	1st Division.	2nd Division.	3rd Division.	Total number passed.	
Kishnaghur Collegiate School .. ...	3	8	7	18	32
Kishnaghur Anglo-Vernacular, Unaided .....	.....	6	3	9	15
Muragacha English Aided ... ..	.....	1	.....	1	2
Ranaghat ditto ... ..	.....	1	.....	1	2
Santipur Unaided ... ..	.....	.....	3	3	3
Meherpur Aided... ..	.....	1	.....	1	2
Total of 6 schools ...	3	17	13	33	56

	SCHOLARSHIPS GAINED			
	1st Grade.	2nd Grade.	3rd Grade.	Total.
Kishnaghur Collegiate School ... ..	1	2	3	6
Ditto Unaided ... ..	.....	.....	4	4
Ranaghat Aided ... ..	.....	.....	1	1
Total ...	1	2	8	11

In comparing Nuddea with the 24-Pergunnahs as regards the Entrance Examination, we have these results :—

In Nuddea, 6 schools sent up 33 successful candidates, who gained 56 merit marks, or each school sent up on the average between 5 and 6 successful candidates, who gained about 9 merit marks amongst them, each candidate making 1·7 marks.

In the 24-Pergunnahs, 14 schools sent up 54 successful candidates, who gained 99 merit marks. Hence each school sent up nearly four candidates, who gained 1·9 merit marks each. The averages are disturbed by the fact that the Kishnaghur collegiate school and the London Missionary Institution are decidedly superior to the other schools in their respective zillas. If they are excluded from the comparison, the average proficiency of the successful candidates is much the same in the two districts; but the 24-Pergunnahs had one passed candidate for every 41,000 of the population, and the Nuddea one such

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candidate for every 55,000. Hence English education, as tested by the University, has spread more near Calcutta than at a distance of 100 miles.

At the last Minor Scholarship Examination 77 candidates appeared from 19 schools in Nuddea, who are thus classed :—

Minor Scholarship Examination.	Hindus.	Mussulmans.	Others.	Total.
First Division ... ..	5	...	...	5
Second „ ... ..	22	...	...	22
Third „ ... ..	27	2	...	29
Total ... ..	54	2	...	56
Failed ... ..	...	...	...	21
Total ... ..	...	...	...	77

Of these the following received scholarships of Rs. 5 a month tenable for two years at a higher class school :—

Name.	School.
Nrisingha Chandra Sarkar ... ..	Bhajanghat.
Nil Chandra Roy ... ..	Ditto.
Lalit Mohun Mukherji ... ..	Juniadaha.
Ramesvar Datta ... ..	Doultganj.
Hari Mohun Chakravarti ... ..	Sonadanga.
Purna Chandra Bhattacharya ... ..	Sunderpur.
Hari Nath Poddar ... ..	Doultganj.
Gopi Mohun Ray ... ..	Juniadaha.
Kasi Prosad Mukherji ... ..	Hagadaha.
Rajendra Lal Chakravarti ... ..	Ja/rampur.
Behari Lal Bhattacharya ... ..	Sunderpur.

At the last Vernacular Scholarship Examination 76 candidates appeared from 19 schools in Nuddea, who are thus classed :—

Vernacular Scholarship Examination.	Hindus.	Mussulmans.	Others.	Total.
First Division ... ..	9	1	...	10
Second „ ... ..	23	...	...	23
Third „ ... ..	31	2	...	33
Total ... ..	63	3	...	66
Failed ... ..	...	...	...	10
Total ... ..	...	...	...	76

*Reports of Inspectors of Schools.*

Of these the following received scholarships of Rs. 4 a month tenable for 4 years and one year at a higher class school and normal school respectively. Of the scholars 18 were Hindus and one a Mussulman.

Name.	School.	Term of Scholarships.
Hari Gopal Bhattacharya ... ..	Subarnapur	Four years.
Kunja Behari Nag ... ..	Haripur Model	" "
Janaki Nath Sinha ... ..	Faridpur	One year.
Sadar Uddin Sheik ... ..	Govindsarak	Four years.
Jagendra Nath Chatterji ... ..	Santipur Kutipara	" "
Hari Charan Poddar ... ..	Subarnapur	" "
Siva Kali Das ... ..	Govindsarak	" "
Sita Nath Datta ... ..	Belpukur Model	" "
Bidhu Bhugan Paramanik ... ..	Santipur Kutipara	" "
Bidhu Bhugan Bhattacharya ... ..	Govindsarak	" "
Sasi Bhusan Chakravarti ... ..	Garapota Model	" "
Hari Ballabh Goswami ... ..	Faridpur	One year.
Kali Charan Chakravarti ... ..	Govindsarak	" "
Sarat Chandra Ray ... ..	Meherpur	" "
Asutosh Mukherji ... ..	Govindsarak	" "
Hari Mohun Sarkar ... ..	Ranaghat	" "
Jadu Nath Pal ... ..	Meherpur	" "
Hari Prosad Chakravarti ... ..	Meherpur	" "
Jagendra Nath Biswas ... ..	Govindsarak	" "

*Extract from the Annual Report for 1871-72 of the Deputy Inspector of Schools for Chuadanga.*

6. "The year under review has not been favorable to education. The district was visited by an inundation such as has not been seen during the last 48 years. It was caused by the overflowing of the river Pudma and its numerous branches at about the middle of August last. The flood was of long duration, lasting for about a period of two months and a half. Most places in the circle were submerged several feet deep, to the great inconvenience and distress of the people at large. The water continued to rise steadily till the 31st August, when it began to subside, but from the 21st September to the end of the month it again rose almost to its former level. The loss sustained by the people owing to the flood was immense and almost irreparable. Their houses gave way; their paddy was destroyed; they and their cattle were in many instances kept without proper food for several days. After the subsidence of the water towards the close of October a plague broke out among the cattle and carried off thousands daily. Thus the country which was once smiling with the green lustre of the growing paddy and full of hopes in August became a dreary waste in November. The floods lasting for a great length of time, the winter crops too did not grow to the usual extent. The people, specially the laboring classes, were thus reduced to the most miserable condition. This state of things was

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exceedingly detrimental to the cause of education. It is well nigh impossible that one will think of educating his children when pressed with wants on every side. The attendance in our schools was greatly affected, and many of them were closed for the months of September and October on account of communications between places being completely cut off. Four primary schools (pathshalas) had to be transferred, and one permanently closed. One thing, however, is worthy of particular mention here. It was feared that malaria would abundantly evolve from decomposing animal and vegetable matters after the subsidence of the water, vitiate the atmosphere, and give rise to pestilential diseases. But happily the floods seem to have swept away the accumulated filth of years with which the climate was deteriorated, and rendered it far more healthy than before. Fever did not break out, and the consequence was that our schools were not thinly attended on their re-opening after the Durgapuja vacation."

All the Deputy Inspectors speak of the dreadful destruction of cattle and property caused by the inundation, but one extract is sufficient.

## FRIENDS OF EDUCATION IN NUDDEA.

- Ray Jadu Nath, Ray Bahadur, Kishnaghur.  
 Babu Anada Prasad Mukhopadhyay, Zemindar, Ula.  
 „ Radhika Prasanna Mukhopadhyay Gonsai, Durgapur.  
 „ Prasanna Chandra Ray, M.A., B.L., Zemindar, Chandipur.  
 W. Shirreff, Esq., Indigo Planter, Sirduri.  
 Babu Rati Kanta Basu, Zemindar, Katdaha.  
 „ Kedar Nath Mallik, Deputy Magistrate, Kushtia.  
 The Church Missionary Society.  
 Babu Surendra Nath Palchaudhury, Zemindar, Ranaghat.  
 „ Beni Madhab Basu, Chagda.  
 „ Ram Sanker Sen, Deputy Magistrate, Ranaghat.  
 Srimati Sarnamai Dasi, Haradham.  
 Maharani Sarnamai, Kasimbazar.  
 Rani Sarat Sundari, Putia.  
 Babu Siris Chandra Vidyaratna, Deputy Magistrate, Bongong.  
 „ Bhishnu Chandra Datta, Inspecting Post Master, Nuddea.  
 „ Srinath Ray Chaudhuri, Zemindar, Ichapur.  
 „ Jagat Chandra Mukhopadhyay, Muragacha.  
 „ Surendra Nath Ray, Sanadanga.  
 „ Kalidas Banerji,  
 „ Bamandas Mukherji, } Devagram.  
 „ Sivadas Banerji, }  
 „ Ram Kamal Banerji, Faridpur.  
 „ Dina Nath Mukherji, Meherpur.  
 C. C. Stevens, Esq., Officiating Magistrate and Collector.  
 A. A. Wace, Esq., Assistant Magistrate, Meherpur.

[End of Mr. Woodrow's report on Nuddea.]

### *Reports of Inspectors of Schools.*

*From the report of Babu Bhudeb Mookerjee, Inspector of Schools in the North Central Circle. (Kumarkhali Sub-division only).*

Kumarkhali was at one time a sub-division of the Pabna district. It has now ceased to be the head-quarters of a sub-division, and has become a thanna of the Nuddea district, which belongs to the Central Educational Division. The statistics of the different kinds of schools within this thanna are given in the following tabular statement :—

		Number of schools	Amount of fees realized.	Government grant.	Subscriptions, &c	Total expenditure.	Number on the rolls at the end of the year.				Average daily attendance.	Number passed at the last examination.
							Hindus.	Muhummadans.	Others.	Total.		
Higher English	Aided	1	Rs. 1,052 13 0	Rs. 740 8 0	Rs. 482 9 0	Rs. 2,279 0 0	60	3	...	72	54	...
Middle English	Ditto	3	371 8 0	852 0 0	901 0 0	2,073 12 0	116	9	...	125	89	...
Middle Vernacular	Ditto	6	505 0 0	604 4 3	144 10 6	1,252 8 9	230	28	3	311	210	...
Primary	Ditto	9	592 4 6	673 4 0	86 13 0	1,351 8 0	250	85	...	335	233	...
Ditto	Unaided	7	231 0 0	...	231 0 0	...	...	...	...	121	...	...
Girls'	Aided	1	...	127 0 0	137 0 0	264 0 0	23	...	...	28	16	...

The social position of the pupils, and their caste and creed, are shown in the following two tables :—

### *Social Position of the Pupils.*

Nature of Schools.	Upper.	Middle.	Lower.	Total.
Higher English	61	11	72	
Middle "	81	64	125	
Middle Vernacular	156	155	311	
Primary	75	261	335	
Girls'	20	8	28	
Total	373	498	871	

*Caste and Creed of the Pupils.*

[illegible]

*Presidency Division.—Jessore District.*

*From the report of Babu Bhudeb Mookerjee, Inspector of Schools, North Central Division.*

JESSORE.—Jessore is a rich district; it is rich in schools. Not that the district has yet got its full complement of schools, and every peasant's son and girl in it has been provided with means of instruction; but we are far nearer that end in this district than in any other district of this division. The population of Jessore is estimated at 742,128\* souls. The number of schools in the district is 406, and these are attended by 12,852 pupils. Taking one-tenth of the population to represent children of a school-going age, we have therefore 17·32 per cent. of the children of that age actually at school in Jessore. This is certainly far behind the mark, but it is the nearest that has been yet hit in this division. . . .

Speaking generally of the Jessore schools, I must observe that although they are not all equally good nor equally well managed, and there are many and some serious defects in many of them, yet there is nothing to warrant such sweepingly condemnatory remarks as have been sometimes hazarded about these schools.

Jessore has a large number of schools of every class. The statistics of the higher class schools are given below:—

(1) *Higher English Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscription, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the last examination.
						Hindus.	Muhammadians.	Others.	Total.		
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.						
Government ...	1	2,179 10 0	3,595 3 0	100 0 0	5,874 13 0	150	9	2	161	87	4
Aided ...	3	2,017 1 3	1,987 4 3	2,924 1 9	7,424 13 3	265	1	...	266	189	
Unaided ...	...	.....	.....	.....	.....	...	...	...	...	...	...
Total ...	4	4,196 11 3	5,582 7 3	3,024 1 9	13,299 10 3	415	10	2	427	276	7

On the Government higher class school at the sudder station, the Secretary to the Local Committee of Public Instruction reports as follows:—

“The numerical strength of the school at the end of the session was 161 boys, against 167 borne in the rolls at the close of the preceding

\* By the census of 1872 the population is 2,075,197.

*Reports of Inspectors of Schools.*

session. Since the re-opening of the school after the last summer vacation in June last, the attendance fell off very considerably in consequence of the great prevalence of sickness in the station, and continued to do so until the conclusion of the annual examinations in December. The decrease of numbers in the lower classes, from the 5th downwards, was to some extent also attributable to another cause besides sickness. On joining the school the present head-master observed a great laxity of discipline, especially in regard to the attendance of the boys, the greater part of whom habitually came to the school sometimes after the bell had rung. The present head-master, however, made punishable with the sanction of the local committee late attendance on the part of the pupils with a fine of one anna per diem. This provision proved a source of dissatisfaction to a section of the guardians of the boys, who have established a middle class school at Jessore, which has proved attractive by its small fee rates. The application for admission into the lower classes of the zilla school are not at present so numerous as they used to be formerly.

"The library has been greatly enriched by the addition to it of a complete set of the 'Encyclopædia Britannica' during the year under report.

"The school-house has lately undergone the annual repairs for 1871-72.

"These repairs consisted simply of whitewashing the inner sides of the walls and the cornice, and painting the venetian doors, a few of which were also patched up instead of being replaced by new ones, as they ought to have been. But the repairs most urgently required, and the necessity for which was brought to the divisional executive engineer's notice in September last, viz. repairs to the roofs of several of the rooms, which are very leaky, have not been attended to. The wood-work of some of these roofs is very old, and worn out or eaten up by white-ants, so much so that it is feared some of the burgas may come down, as one of them did come down a few weeks ago. The out-offices attached to the school-house are so much out of repair, as to be in danger of being blown down. These also have not been attended to by the Public Works Department, though a communication was made to them on the subject." I saw the school in March last.

The two aided higher class schools are almost as good in points of attendance and progress though not in discipline as the Government school under the local committee at the sudder station. The Noral and Sridhiarpur zemindars, who support these schools at their own seats, deserve every credit for their liberality and excellent management. I am aware that an *emeute* by some of the Noral boys against their officiating head-master came to the notice of the district authorities, but the managers had already taken steps not only to punish the ringleaders, but likewise to remove the grievance which had caused the *emeute*. Management in such a spirit seems to me to be eminently praiseworthy.

*Presidency Division.—Jessore District.*

The statistics of the middle class English schools are given below.

*(2) Middle English Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscription, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the last examination.
						Hindus.	Muhammadians.	Others.	Total.		
Government	...	Rs. A. P. .....	Rs. A. P. .....	Rs. A. P. .....	Rs. A. P. .....	...	...	...	...	...	...
Aided	44	8,080 14 6	12,017 3 1	14,862 13 6	35,953 11 9	2,039	138	16	2,193	1,374	94
Unaided	4	483 15 0	.....	766 2 3	1,247 1 9	...	...	...	1KJ	104	...
Total	48	8,564 13 6	12,017 3 1	15,629 0 3	37,200 13 6	2,039	138	16	2,352	1,478	94

These schools are going on fairly. With respect to one of these schools a case occurred in which the head-master and some of the pupils were found guilty of committing assault. The case was tried by the sub-divisional officer, who was likewise the Secretary of the school. I mention these circumstances in connection with the Jessore schools as mere exceptions to the general rule of good management. The teachers and students are on the whole well behaved and mannerly, although I must confess that some of our young teachers of English in the aided schools might be more thoughtful and modest than they are.

The statistics of the middle vernacular schools are given below:—

*(3) Middle Vernacular Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscription, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the last examination.
						Hindus.	Muhammadians.	Others.	Total.		
Government	3	Rs. A. P. 114 10 6	Rs. A. P. 670 0 0	Rs. A. P. .....	Rs. A. P. 784 10 6	87	20	...	107	71	1
Aided	19	1,201 8 0	2,877 11 6	1,846 3 3	5,983 6 9	956	60	...	1,016	681	63
Unaided	...	.....	.....	.....	.....	...	...	...	...	...	...
Total	22	1,316 2 6	3,547 11 6	1,846 3 3	6,768 1 3	1,043	80	...	1,123	752	64



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Jessore is comparatively weak in its middle class vernacular schools. This district is inhabited largely by the service seeking castes,—Bramins, Boidyas, and Kyasths, and these are more anxious for English than the trading or agricultural classes. If people combine here for a school, they like to see English taught in it. If they cannot make up the required amount of contribution for an English school and must remain satisfied with a pathsala, they do not yet quite neglect the pathsala, but provide it with house accommodation, pay respectable fees to the teacher, and try to push up the pathsala to the status of a middle class vernacular school. It is thus that many pathsalas in the district occupy the position of middle vernacular schools.

The statistics of the primary or lower class schools of Jessore are given below:—

*(4) Primary Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscription, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.
						Hindus.	Muhammadians.	Others.	Total.	
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.					
Government ...	1	91 7 3	120 0 0	.....	211 7 3	51	25	...	76	34
Aided ...	321	8,460 2 6	14,841 9 0	3,003 0 9	23,427 1 9	6,022	2,174	103	8,298	5,947
Unaided ...	182	5,925 0 0	.....	.....	5,925 0 0	...	...	...	3,344	...
Total ...	504	14,476 9 9	14,961 9 0	3,003 0 9	29,563 9 0	...	...	...	11,718	5,981

The lower class schools in this district, to be really such, must be increased very largely in number. They must be pushed into villages which are still more purely agricultural than those in which as yet pathsalas have entered. The difficulty in the case of such schools will be that their gurus must be content with smaller remuneration than what our certificated men are now working for. The lower class schools under missionary management, wherein the pupils are not required to pay fees at least as largely as in the other improved pathsalas, are attended by a larger percentage of the lower class children. Should the zemindars and planters of this district begin to do as much by their money contributions for the pathsalas as the missionary gentlemen are doing for the few schools of this class yet set up by them, a large number of lower class schools may be pushed into the district at once, and the difficulty noted above with respect to these schools will be in a great measure obviated.

*Presidency Division.—Jessore District.*

The statistics of the girls' schools in Jessore, inclusive of the girls' classes in Jessore pathshalas, are given below:—

*(6) Girls' Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscription, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.
						Hindus.	Muhammadans.	Others.	Total.	
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.					
Government ...	...	.....	.....	.....	.....	...	...	...	...	...
Aided ...	13	419 8 0	1,586 8 0	1,686 4 0	3,644 6 0	624	12	18	654	451
Unaided ...	2	.....	.....	.....	.....	...	...	...	35	...
Total ...	15	419 8 0	1,586 8 0	1,686 4 0	3,644 6 0	...	...	...	691	451

•• Inclusive of 51 girls' classes attached to pathshalas.

There is little to say about these schools excepting that they are but keeping on, and that in my humble opinion even *that* is not without its value and significance.

There is one normal school (of the lower class) in the district, the training school for gurus. The statistics of this school are shown in the next table:—

*(7) Normal Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscription, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the last examination.
						Hindus.	Muhammadans.	Others.	Total.		
		Rs. A. P.	Rs. A. P.		Rs. A. P.						
Government ...	1	833 0 6	5,594 15 6	.....	6,428 0 0	75	4	...	79	41	30
Aided ...	...	.....	.....	.....	.....	...	...	...	...	...	...
Unaided ...	...	.....	.....	.....	.....	...	...	...	...	...	...
Total ...	1	833 0 6	5,594 15 6	.....	6,428 0 0	75	4	...	79	41	30

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This school was opened in 1863, and has up to the present year sent out 348 men with certificates of employment as village teachers. Of these 312 are still in service.

The social position, caste, and creed of the pupils in the different regularly inspected schools of the Jessore district, are given in the two following tables:—

(8) *Social Position.*

NATURE OF SCHOOLS.	Upper.	Middle.	Lower.	Total.
Higher English ... ..	9	411	7	427
Middle „ ... ..	5	1,535	653	2,193
Middle vernacular ... ..	...	614	509	1,123
Primary ... ..	1	2,460	5,913	8,374
Girls' Schools ... ..	.....	421	235	656
Normal „ ... ..	.....	63	16	79
Total ... ..	15	5,504	7,333	12,852

## Presidency Division.—Jessore District.

## Caste and Creed.

	HINDUS.									MUSSULMANS.			ABORIGINES.							Grand Total.			
	Brahmins.	Kshetris.	Rajidsas.	Koisthas.	Nobosaks.	Kolborthas.	Sonarbenias.	Others.	Doms, &c.	Total.	Sias.	Sunnis.	Total.	Christians.	Buddhists.	Kols.	Gonds.	Santhals.	Nagas.		Kacharis.	Others.	Total.
Higher English	109	1	27	254	19	...	4	1	...	415	6	4	10	2	...	...	...	...	...	...	...	...	427
Middle "	678	10	154	876	251	24	18	11	7	2,039	45	93	138	16	...	...	...	...	...	...	...	...	2,193
Middle vernacular	246	3	48	506	121	8	6	83	22	1,043	31	49	81	...	...	...	...	...	...	...	...	...	1,123
Primary	1,055	22	100	1,816	1,998	404	108	241	329	6,073	910	1,289	2,199	102	...	...	...	...	...	...	...	...	8,374
Girls	138	...	12	284	130	29	...	13	20	626	2	10	12	18	...	...	...	...	...	...	...	...	656
Normal	27	1	...	35	9	3	...	...	...	75	...	4	4	...	...	...	...	...	...	...	...	...	79
Total	2,253	37	341	3,771	2,528	478	136	349	378	10,271	994	1,449	2,443	188	...	...	...	...	...	...	...	...	12,863

\*

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The caste and qualifications of the teachers of these schools will appear from the next two tables:—

*„Caste and Creed.*

NUMBER OF TEACHERS.	Hindus.	Muhammadans.
464	377	87

*Qualifications.*

Number of teachers.	M.A.	B.A. or senior scholars.	First Arts.	Entrance or junior scholarship certificate.	Teachership certificate.	Certificate from the Inspectors of Schools.	Normal school certificate.	Training school certificate.	Minor or vernacular certificate.	Without certificate.
464	.....	2	3	29	2	8	23	243	20	125

The friends of education in the Jessore district are named below:—

1. Babu Chandra Kumar Roy of Noral.
2. J. Monro, Esq., Magistrate and Collector of Jessore.
3. Ananga Mohan Dev Roy of Chandra.
4. J. Kelleher, Esq., Assistant Magistrate, Magura.
5. R. M. Waller, Esq., Assistant Magistrate, Jhenida.
6. W. Sheriff, Esq., Indigo planter.
7. J. F. Bradbury, Esq., Assistant Magistrate, Khulna.
8. A. N. Smith, Esq., Indigo planter.
9. Babu Kali Prosanna Sirkar, Deputy Magistrate, Bagirhat.
10. „ Isvar Chandra Basu, Sridharpur.
11. „ Grish Chandra Choudhuri, Munsif, Magura.

There are seven Deputy Inspectors employed in Jessore wholly and partly.

## RAJSHAHI DIVISION.

*From the Report of Baboo Bhudeb Mookerjee, Inspector of Schools,  
North Central Division.*

ALTHOUGH the limits of the North Central Division have remained unchanged during the year, it is yet necessary, in order to meet the requirements under which this report is written, to show more minutely than was heretofore required the correspondence or otherwise of its several parts with the ordinary revenue jurisdiction of the districts of which this division is constituted. Broadly, the division is composed of the entire revenue districts of (1) Malda, (2) Rajshahi, (3) Jessore, (4) Mursidabad, (5) Birbhum; and of the revenue district of (6) Pubna it holds the whole with the exception of the sub-division of Serajganj. But besides these six large blocks, the division contains a few small slips of other revenue districts. A slice of the Burdwan revenue district lying north of the Ajaya river belongs to this educational division. The two thanas once of the Pubna district, and which were about a year ago transferred to the Nadia and Faridpur districts, are also still forming a part of the educational district of Pubna.\* In arranging, as now required, the statistics of schools under the different revenue divisions, I must therefore place them under the following nine different heads:—

1. Malda	..	..	..	Entire.
2. Rajshahi	..	..	..	Entire.
3. Pubna	..	..	..	Mints Serajganj.
4. Faridpur	..	..	..	Pangsa Thana.
5. Nadia	..	..	..	Kumarkhali Thana.
6. Jessore	..	..	..	Entire.
7. Mursidabad	..	..	..	Entire.
8. Burdwan	..	..	..	North of the Ajaya.
9. Birbhum	..	..	..	Entire.

## GENERAL REMARKS.

Before I proceed to show the statistics of the different grades of schools under the above heads, I shall make a few general remarks. I shall say, first, how the year under review has affected the growth and progress of our schools. Under this head I shall take note as

\* In June last the educational districts were adjusted and made to conform strictly to the civil districts.

*Reports of Inspectors of Schools.*

well of those natural causes which have told directly and indirectly on our schools, as of those departmental measures and movements which have more immediately influenced them. In the second place I shall say a few words on the actual progress in studies made in our schools, as tested by the general examinations and the inspections of myself and assistants.

The whole of this division, with the exception of Birbhum only, was visited this year by two severe inundations of the Ganges. The first occurred in July, and the second in September. The second was much severer than the first, and the waters rose during its continuance to a height unprecedented for many years past. The destruction of property, more especially of house property, during the floods, and of cattle at the time and subsequently from want of fodder, was immense. Intelligent Native and European gentlemen of the districts estimated the loss at the time at not much less than one-fourth the entire property of the people. My own impression is that although the districts have generally recovered with wonderful elasticity, yet they still bear about them some marks of the injuries they sustained. The inundations, as reported at the time,\* affected our schools directly by destroying the school-houses, by interfering with the attendance of children, and by preventing the realisation of the ordinary amount of fees. They affected the schools indirectly by impoverishing the people and rendering them less capable and less willing to send their children to school. The number of school-houses destroyed by the floods was 211; the average daily attendance of pupils during the floods was less 70 per cent. than the daily average attendance during other parts of the year. The schooling fees, though they fell off at the time, were for the most part subsequently realised. In the wake of the inundations came another calamity,—the outbreak of disease. This visitation was general throughout the division—Birbhum, which had escaped the inundations, not being free from it. Cholera and fever of a more or less virulent character broke out in different parts of every district. I had to sanction the temporary closure on account of the epidemic of 54 schools in the different districts. One of these in Birbhum, and another in Malda, did not re-open. I must note here that the epidemic fever of Birbhum is different from that fugitive ague which visited the other districts after the inundations. It is the same malarious fever that has been ravaging the fairest districts of Bengal for so many years. The fire which has been even now consuming Burdwan, has but extended its skirts across the Ajaya.

While the schools of this division suffered during the year from such visitations, the departmental measures affecting them could not, however, be in the least relaxed in their favor. No special grants were given either to help the people in re-erecting their school-houses or in supplying the apparatus and furniture destroyed; on the contrary, an exceptionally hard injunction was laid on them in an urgent requisition for supplying the schools with maps. Applications

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\* My letter No. 1752, dated 14th October 1871.

*Rajshahi Division.*

for revisions of grants were also urgently called for; and at every revision not only was the local income rated higher than before, but the Government grant was cut down below what it had previously been. There were in all 69 revisions of old grants. On these revisions the local income, which was guaranteed at Rs. 2,470-3 per annum, was raised to Rs. 2,649-2, while the Government grant, which previously stood at Rs. 1,037 per annum, was reduced to Rs. 1,348-8. Out of the saving of Rs. 288-8 thus effected, Rs. 127 have been given for 8 new grants, and before I could apply for even those few grants which the savings would have covered, the issue of such grants was put a stop to. I hope I may be permitted to remark in this place that far more evil is to be apprehended from the suddenness of financial restrictions than from any steady pressure that may be applied slowly and deliberately on the schools. It has, however, unfortunately so happened that from the year 1870 financial restrictions have been imposed and taken away quite suddenly for several times. I know not how people of a very energetic and self-reliant frame of mind might act or feel under such circumstances, but among my own countrymen the feeling produced is one of painful alarm and uncertainty at first, gradually subsiding into indifference. Make your measures stringent if you will, let financial restrictions be even severely economical if necessary, only let them be certain and steady, and it will be possible to secure the confidence of the people and to induce them to move on smoothly and equably. But if in the course of one year, or of two, applications for aid are ordered to be sent in, again stopped, then again ordered and stopped once more, it is really difficult under such circumstances to retain either the confidence or the respect of the people such as they are. The effect of your order dated 20th February 1872, stopping applications for new grants, though cut out of the cuttings of old, has been very disappointing. I had 15 applications in my office on the date your order reached me.

Affected as the division has been by so many adverse circumstances, a comparison of the statistics for the past year with those of the year preceding it, yields some grounds for hopefulness. It shows that our schools are not exactly such weak and ephemeral institutions as some are inclined to esteem them. It shows that they have secured for themselves some place in the people's interest and affections, and do not depend quite so entirely on mere extraneous support. The number of schools in 1870-71 under regular inspection was 819, the number of schools in 1871-72 under regular inspection was 896;\* the number of pupils in 1870-71 in these schools was 28,349, and the number of pupils in 1871-72 in these schools 29,006,—that is, there has been an increase of 77 schools and of 657 scholars under regular inspection during the year, disastrous as the year has been. It means that 195 school-houses destroyed have been rebuilt, the furniture and apparatus destroyed or injured have been replaced or repaired,

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\* Exclusive of the Berhampore Collegiate School, which did not enter the statistics of the preceding year.



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and the pressure brought to bear upon the people by the department itself has been borne. I wish I could add that the pressure has been borne cheerfully; but such is not the case. Most of the school managers put to these straits were driven to apply for assistance to the few wealthy individuals of the country, who give heed to such applications. They were—

- (1) Maharani Sarnamayi of Kasimbazar..
- (2) Rani Sarat Sundari of Putja.
- (3) Raja Pramath Nath Roy of Dighapotia.

I fancy that but for what they did directly, and the influence of their example on the managers themselves, the marks of the disastrous year would have remained far more glaring than they now are. As it is, one must examine the statistics of the schools closely in order to see those marks. The strength of the 77 new schools of the year is 2,728. Subtracting this number from the total attendance, 29,006, we have 26,278 for the number attending the old 819 schools of 1870-71,—or 2,071 pupils less than the number at school in the year preceding. This is one mark of the bad year. There is another mark lying still deeper. The tables of social position of the pupils of 1870-71 showed 61 in the upper, 12,331 in the middle, and 15,957 in the lower classes of society. The social position of pupils for 1871-72 shows 56 in the upper, 12,387 in the middle, and 16,563 in the lower classes: that is in 1870-71 the percentage of the upper classes was 22, of the middle classes 43·5, and of the lower classes 56·28, while in 1871-72\* the percentages stand as 19 for the upper, 42·7 for the middle, and 57·11 for the lower classes.

This shows an increase in the percentage of the lower classes in spite of the many causes operating against such increase adverted to in my last year's report. As nothing happened during the year, nor was anything done in its course which could induce a larger number of the lower class children to come to school, and as, moreover, the percentage of the middle classes has slightly diminished, there seems to me to be no way to account for the increased percentage of the lower classes, notwithstanding the drawbacks, except by admitting that many of those who were among the middle classes the year before, have actually sunk under the misfortunes of the year to the lower status.

The above supposition is yet more strengthened by a comparison of the local expenditure for the two years. In 1870-71 the entire current local expenditure on schools was Rs. 1,36,721. In 1871-72 the current local expenditure increased to Rs. 1,37,427-8-1,—that is, by Rs. 706-8-1 above that of the preceding year, besides extraordinary expenditure from private sources, which may be roughly estimated at Rs. 5,000. Increase of local expenditure, current or extraordinary,

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\* Exclusive of the Bethampur Collegiate School, which did not enter the statistics of the preceding year.

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is met at least partly by the levy of contributions from the pupils of schools, and such levies are always prohibitory of school attendance on the part of lower class children. The results of the year, as affecting schools under regular inspection, may be summed up as follows :—

(1.) The number of aided schools has increased by 8, and of pathshalas by 69.

(2.) The number of pupils has on the whole increased by 657, although there has been a decrease of 2,071 pupils in the schools of the year before.

(3.) The local current expenditure on the schools has increased by Rs. 706-8-1 above that of the preceding year.

(4.) The Government expenditure has been reduced by Rs. 7,425-6-2.

(5.) The children of the middle classes attending the schools have become less by 8 per cent.

(6.) The children of the lower classes attending the schools have increased by 83 per cent.

(7.) The last two results to be attributed more to the impoverishment of the districts owing to natural visitations than to the extension of education further downwards than in the year preceding.

I shall now invite your attention to a few general remarks on the progress of studies in the schools of this division, and in the first place remark on the results of the three great examinations to which the schools of different grades were subjected during the year.

(I.)—The results of the University Entrance Examination, to which out of 14 higher class schools 10 sent candidates, are given below for the two consecutive years 1870-71 and 1871-72 :—

YEAR.	Number of schools that sent candidates.	Number of candidates sent.	Number passed.	REMARKS.
1870-71 ... ..	13	.....	53	{ This does not include 17 pupils who passed from the unaided schools and Berhampore Collegiate School in this division.
1871-72 ... ..	10	81	30	

I shall observe in explanation of the above table that the Vice-Chancellor of the University, in his address at the last convocation of the Senate for the Conferment of Degrees, said that the failures in

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1870-71 were 43, and in 1871-72 60 per cent. in the examinations for entrance. He said also that these failures were attributable, not to a falling off in the character of teaching, but to a greater strictness in awarding marks. Such being the case, the results of the two years cannot be fairly compared together; the pass standards of the two years not having been the same. Nevertheless, I am inclined to believe that this year of disaster did in some measure affect the teaching of my schools, though certainly not to the extent that the figures compared together might indicate.

(II).—The results of the minor examinations, to which 64 out of 107 middle class English schools sent candidates, are compared in the next table.

YEAR.	Number of schools that sent candidates.	Number of candidates sent.	Number passed.
1870-71 ... ..	48	181	156
1871-72 ... ..	64	223	161

With respect to the above table, I have to remark that the increase in the number of candidates is not so large above that of the preceding year as could have been reasonably expected if the year had been less disastrous than it was.

(III).—The results of the vernacular examinations, to which 89 out of 143 middle class vernacular schools sent candidates, are given below for the last two years :—

YEAR.	Number of schools that sent candidates.	Number of candidates sent.	Number passed.
1870-71 ... ..	78	295	204
1871-72 ... ..	89	320	254

The above table shows a respectable increase in the number of pupils passed at the vernacular examinations. I attribute this to the

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exceptional circumstance of the very high value which is being now set on the vernacular certificates as a passport to the Junior Pleaders' examinations.

The above three tables show roughly the state of progress to which the higher and middle (English and Vernacular) schools have attained in their highest classes.

The highest classes, however, do not contain the great majority of our students. The total number of candidates at the three examinations was not more than 650; or 2.23 per cent. of the total number of our pupils who attended our regularly inspected schools.

The progress in studies of the great majority of our students can therefore be only inferentially understood from the examination results given above. I have therefore endeavoured to introduce during the year under review a regular classification of *all* our students.

My classification is this—

- (1.) Students going through the books and subjects specified below or similar books and subjects belong to the 1st class of my English schools.

The University "Entrance Course."

There are in all 176 boys in this class.

- (2.) The books and subjects of the second class are the following :—

"Entrance Course for the year following."

Grammar—Hiley's.

History of India—Marshman's.

Geography (Stewart's) and map-drawing.

Translation from English into Bengali and Bengali into English.

Geometry

Algebra

Arithmetic

} Mathematics.

Upakramanika, Rijupat, Part II, Bengali composition.

There are in all 187 boys in this class.

- (3.) The books and subjects of the 3rd class are the following :—

"Minor Scholarship Course."

Peter Parley's "Universal History."

There are in all 705 boys in this class.

- (4.) The books and subjects of the 4th class are the following :—

Moral Class Book.

Poetical Reader, No. I.

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Grammar—Nilambar's English and Bengali.  
Translation from English into Bengali and Bengali into English.

Dictation—English and Bengali.

History—Charitastak.

Geography—Primary and map-drawing.

Arithmetic—vulgar and decimal fractions, ratio and proportion.

Geometry—Book I.

Bengali—Aitihasik Upanyas, Padyapath, Part III, Upakramanika. Handwriting—English.

There are in all 715 boys in this class.

- (5.) The books and subjects of the 5th class are the following :—

Fourth Book of Reading.

Grammar—Beginner's in Bengali (including parsing).

Translation of easy sentences from Bengali into English and English into Bengali.

Dictation and handwriting.

History of Bengal, Part II.

Geography—teaching from maps, and map-drawing.

Arithmetic—vulgar fractions, mental arithmetic.

Bengali—Charupat, Part I, Byakaran (Loharam's).

There are in all 659 boys in this class.

- (6.) The books and subjects of the 6th class are the following :—

Rudiments of Knowledge.

Beginner's Grammar, including parsing.

Translation from English into Bengali and Bengali into English.

Dictation and handwriting.

Geography from maps and map-drawing.

Arithmetic simple and compound rules, and reduction, either in Bengali or English, including mental arithmetic.

Bengali.—Sarirpalan, Kabita Kusumanjali, and Sisubodh Byakaran.

There are in all 889 boys in this class.

- (7.) The books and subjects of the 7th class are the following :—

Reader No. I.

Grammar—orally.

Translation—from English into Bengali and Bengali into English.

Dictation in English and Bengali.

Handwriting.

Arithmetic in Bengali—simple division and mental arithmetic.

Bengali—Bodhodoya, Byakaran—orally.

There are in all 991 boys in this class.

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- (8.) The books and subjects of the 8th class are the following :—

First Book of Reading

Writing—Bengali from dictation.

Arithmetic—notation, addition, and multiplication.

Prothampat, Ditiapat (Satkari Datta's).

Sisusikhya, Part III.

There are in all 1,869 boys in this class.

- (1.) Students going through the books and subjects specified below or similar books and subjects belong to the first class of my vernacular schools.

Vernacular scholarship course.

There are in all 768 boys in the 1st class.

- (2.) The books and subjects of the 2nd class are the following :—

Charupat, Part II.

Padyapat, Part III.

Byakaran, Loharam's.

Geography and map-drawing.

History of England.

Arithmetic.

Geometry up to 32nd proposition of the First Book.

Dictation and Essay.

Natural Philosophy—Akhoyakumar's.

There are in all 763 boys in this class.

- (3.) The books and subjects of the 3rd class are the following :—

Akhyan Manjari, Part II.

Padyapat, Part II.

Byakaran, Loharam's.

Geography and map-drawing.

Geography of India.

Prani Brityanta.

Arithmetic.

Geometry.

Dictation.

There are in all 1,145 boys in this class.

- (4.) The books and subjects of the 4th class are the following :—

Charupat, Part I.

Padyapat, Part I.

Sisubedh Byakaran.

Dictation and handwriting.

Geography and map-drawing.

History of Bengal, Part II.

Arithmetic—orally.

Lessons on Things.

There are in all 1,651 boys in this class.

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- (5.) The books and subjects of the 5th class are the following :—

Sarirpalan.  
 Padyapat, Part I.  
 Byakaran.  
 Dictation and handwriting.  
 Geography.  
 Arithmetic, Suvankari.  
 There are in all 2,086 boys in this class.

- (6.) The books and subjects of the 6th class are following :—

Sisupat Ramgoti's.  
 Dictation and handwriting.  
 Geography—orally.  
 Arithmetic—orally.  
 There are in all 3,407 boys in this class.

- (7.) The books and subjects of the 7th class are the following :—

Saralpat, Gopal Gupto's.  
 Handwriting and dictation.  
 Arithmetic, Suvankari.  
 There are in all 3,552 boys in this class.

- (8.) The books and subjects of the 8th class are the following :—

Prothampat and Ditiopat.  
 Handwriting.  
 Arithmetic—namta.  
 There are in all 9,110 boys in this class :—

The above classification is summarised in the following table :—

	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Seventh Class.	Eighth Class.	Total.
English ... ..	176	187	705	715	650	889	991	1,869	6,191
Vernacular ... ..	768	763	1,145	1,651	2,086	3,407	3,552	9,110	22,482

The above table includes all of the regularly inspected schools\* in this division, excepting the normal schools, which have a different course of study, and which are attended by 333 pupils. In remarking on the above table, I need only say this much, that 21·3 per cent. of our students are above the 5th class in English and vernacular schools, the

\* Exclusive of the collegiate school at Berhampore.

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qualifications of which are a fair acquaintance with the Bengali language and with the elements of general knowledge, as represented by our school books of geography, history, mathematics, &c. I shall also add that the accuracy of the above classification was tested by me by 308 visits to schools of different classes in different districts, during which I examined in all 10,780 students. Speaking of my own visits, I may as well say, as now required to do, that in examining schools I keep in view two objects mainly. One object is to show to the Deputy Inspector who accompanies me how he should examine in order to form a correct idea of the progress made by each boy in every subject of his studies; another object is to show to the teacher of the class I examine how he should teach it. Forming a general opinion of the state of each school or class by questioning a few boys in their lessons cannot prove of much consequence; and the rating of each boy according to a fixed standard, however necessary under a system of payment for results, can be most directly useful under our grant-in-aid system for the purposes of such a classification only as I have made above. The following table shows the number of visits paid and miles travelled by myself and assistants:—

No.		No. of miles travelled.			No. of visits.
		Total.	Rail.	D&K.	
1	Inspector of Schools, North Central Division ...	3,802	1,023	2,779	308
2	Deputy Inspector, West Birbhoom ...	3,099½	1,336	1,763½	275
3	Ditto East Birbhoom... ..	2,260	398	1,862	242
4	Ditto Mursidabad ... ..	2,709	534	2,175	165
5	Ditto South Mursidabad ... ..	1,767	159	1,608	194
6	Ditto Berhampur ... ..	2,794	450	2,344	204
7	Ditto Jangipur... ..	2,101	112	1,989	202
8	Ditto Malda ... ..	2,564	358	2,206	110
9	Ditto Rajshahi ... ..	2,535	180	2,355	249
10	Ditto Boalia ... ..	2,654½	439½	2,165	143
11	Ditto Nator ... ..	2,312	225	2,087	202
12	Ditto Chatmorr ... ..	2,774	180	2,594	223
13	Ditto Pabna ... ..	2,413½	310	2,097½	233
14	Ditto Kugarkhali ... ..	2,845	144	2,701	206
15	Ditto Jessore ... ..	2,764	30	2,734	433
16	Ditto Khulna ... ..	2,580	39	2,521	249
17	Ditto Narai ... ..	1,675	30	1,645	257
18	Ditto Magura ... ..	2,492	188	2,304	308
19	Ditto Jhenida ... ..	2,271	30	2,241	342
20	Ditto Bagerhat ... ..	3,006	48	2,958	296



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Caste and Creed of the pupils of the regularly inspected schools.

Number.	NATURE OF SCHOOLS.	HINDUS.										MUSULMANS.			ABORIGINES.							Grand Total.			
		Brahmins.	Kshetris.	Baldys.	Kaishtas.	Nabasaks.	Kairbarings.	Sonarbanias.	Others, &c.	Doms, &c.	Total.	Shas.	Sunnis.	Total.	Christians.	Buddhists.	Kols.	Gonds.	Sonthals.	Nagas.	Kacharis.		Others.	Total.	
4	Normal schools, Government	113	1	2	99	30	15	2	15	1	278	...	41	41	...	...	...	...	...	...	...	...	...	...	319
6	Higher English, ditto	354	2	62	236	60	31	7	36	10	973	17	40	57	6	...	...	...	...	...	...	...	...	...	1,086
12	Middle vernacular, ditto	198	9	10	141	119	30	13	75	19	609	25	35	60	...	...	...	...	...	...	...	...	...	...	689
3	Lower ditto, ditto	27	1	...	31	18	...	1	23	...	101	...	45	45	...	...	...	...	...	...	...	...	...	...	146
1	Female Normal, Aided	...	...	...	...	...	...	...	...	...	14	...	...	...	...	...	...	...	...	...	...	...	...	...	14
	Higher English, ditto	307	1	42	231	95	13	29	19	1	738	1	26	27	...	...	...	...	...	...	...	...	...	...	765
	Middle ditto, ditto	1,583	84	196	1,296	692	103	45	163	26	4,136	108	314	422	17	...	...	...	...	...	...	...	...	...	4,577
	Middle vernacular, ditto	1,388	36	105	1,050	1,019	185	91	463	85	4,422	76	816	892	10	...	...	...	...	...	...	...	...	...	5,346
	Lower ditto, ditto																								
	Pathshalas	1,936	72	209	2,298	3,321	723	271	1,243	433	10,700	1,040	2,395	4,435	102	...	...	...	...	...	...	...	...	...	15,237
	Night pathshalas																								
	Girls' schools and girls' classes attached to pathshalas.	260	3	34	363	249	43	4	53	24	1,033	2	14	16	35	...	...	...	...	...	...	...	...	...	1,084
	Total	6,166	154	680	5,745	5,936	1,043	463	2,090	649	22,992	1,269	4,726	5,995	170	...	...	...	...	...	...	...	...	...	23,193

\* Detail not received.

H. E. ... 175  
 Female N. ... 14  
 L. V. F., Faridpore ... 144  
 Total ... 333

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*Financial statistics.*—The financial statistics of the year 1871-72 are summarised in the following statement:—

	EXPENDITURE.		
	Government	Local.	Total.
	Rs. A. P.	Rs. A. P.	Rs. A. P.
Inspection ... ..	48,528 5 0	.....	48,528 5 0
<i>Instruction.</i>			
Government and aided schools ... ..	1,38,009 0 6	1,40,369 6 10	2,85,278 7 4
Unaided schools ... ..	.....	48,243 9 7	48,243 9 7
Scholarships, minor and vernacular... ..	8,918 8 5	.....	8,918 8 5
Remuneration to examiners ... ..	166 10 8	1,252 11 9	1,419 6 5
Building charges, Government schools ... ..	100 0 0	.....	100 0 0
Miscellaneous .. ...	3,239 0 0	.....	3,239 0 0
<b>Total ... ..</b>	<b>1,97,859 8 7</b>	<b>1,93,865 12 2</b>	<b>3,93,725 4 9</b>

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## MURSIDABAD DISTRICT.

THIS district is divided into four circles, each under a Deputy Inspector:—(1) the northernmost part is under the Deputy Inspector, Jangipur; (2) the central part under the Deputy Inspector of Mursidabad, (3) the south-westerly portion under the Deputy Inspector, South Mursidabad; and (4) the south-easterly part is under the Deputy Inspector of Berhampur. I must say here that when this division was made, the grant-in-aid system as well as the pathsala ~~scheme~~ were both in full progress in the district, and every year was adding very considerably to its number of schools; so that if things had gone on as before, another Deputy Inspector might have been wanted for the district by this time. The stand-still to which we have latterly come, could it be anticipated, would not perhaps have justified the arrangements then made.

The mere clipping of old grants for new ones, the indefinite character of the new sanction "until further orders," which have damped the ardour for new schools, the uncertainty now cast on the tenure of pathsala stipends from the absence of agreements, added to the stoppage put to all new night schools and new girl classes in pathsalas, have reduced the work of the deputies very considerably; and although correspondence on Government communications has become pretty large, yet I found time during the present year to remain nearly eight months out of head-quarters, and of those eight months I spent two and a half in inspecting three-fourths of the schools and pathsalas in the district of Mursidabad.

My impression of the Mursidabad schools is that its middle English schools away from the sudder station are well managed; those nearer the sudder station and close to the city are scarcely under such discipline as they should be. This is owing in some measure at least to the example heretofore set to them by the largest school in the neighbourhood, His Highness the Nabab Nazim's charity school. Although the receiving of education in charity has been from time immemorial considered to be no disgrace in this country, on the contrary it was thought to bless the giver no less than the receiver thereof, it must be still remembered that what the highest feelings and the custom of the country sanctioned was not a secular, but a non-secular charity education. Secular education, which may be estimated to have a direct money value, must be paid for in money. The schools in and about the city of

*Rajshahi Division.—Mursidabad District.*

Mursidabad, supported as they are by the wealthiest men of the place, take their tone from the Nizamut school, and are in fact virtually charity schools, the proprietors paying the fees of the pupils. Colonel Thornhill, the present Agent of the Governor-General, is however manifesting a true and intelligent interest in the Nizamut school, and if he has carried out the measure he purposed of introducing a system of fee payments, however small, into the Nizamut school, one great impediment in the example of that school will have been removed to the improvement of the discipline and efficiency of the neighbouring schools immediately under our control.

My impression of the middle vernacular schools of Mursidabad is on the whole not unfavorable to them. Many of them are doing very well indeed. The schools of this class at Saidabad, at Berhampur, at Jangipur, are going on satisfactorily. To the first-named of these, a Government model school, the Moharani Sarnamayi has attached this year a second pundit on a pay of Rs. 15 per month. There are other schools, especially the model school at Kandi, which are also doing quite as well. My impression of the lower vernacular schools is that they are not doing at all as well under the aid system as under the pathsala scheme. Nay, there are many pathsalas situated in large and important villages, such as Talibpore, Bohoran, Jamna and others, which are doing as well as the middle class schools: They are numerously attended and efficiently taught.

I may be permitted to dwell a short while here on the distribution of our schools of different grades. So far as I am aware, we nowhere went about this in a systematic way. There was no system of distribution properly so-called. We have worked from the commencement, relying solely on the strength of the voluntary principle, and as we had at a time but a few schools to give, we gave them to those who proved that they most anxiously wanted them, and who were earliest with their applications. We took care only that our schools did not interfere with each other. Under such a system we have to some extent followed the living principle of supply and demand, and escaped the danger of those fanciful schemes of school distribution which look imposing on paper only and break down in actual work; but we have not quite escaped some other, though minor, evils. We have in many cases given wrong positions to our schools of different grades. There are many large and important villages which are provided with lower grade schools, while smaller and less important villages have got schools of a class superior to them. This evil may be remedied in two ways: *first*, by allowing transfers of schools; *secondly*, by letting lower class schools develop themselves where they may into higher institutions. The last appears to me the better plan of the two, and was indeed at one time sanctioned by Government, when it permitted more than one stipend to a single pathsala of the necessary dimensions. I shall now proceed to summarise the statistics of the schools of different grades in the

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districts. In the table below are given the statistics of all the higher class schools, the collegiate school at Berhampur inclusive :—

*(1) Higher English Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total expenditure.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the last examination.
						Hindus.	Muhammadians.	Others.	Total.		
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.						
Government ...	1	4,589 0 0	14,018 8 10	.....	18,607 8 10	175	10	2	187	133	8
Aided ...	...	.....	.....	.....	.....	...	...	...	...	...	...
Unaided ...	3	3,064 2 9	.....	17,612 8 7	21,000 12 1	420	52	10	482	390	9
Total ...	4	7,653 2 9	14,018 8 10	17,612 8 7	39,608 4 11	595	62	12	669	532	17

The next table contains the statistics of the middle English schools of the district.

*(2) Middle English Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the last examination.
						Hindus.	Muhammadians.	Others.	Total.		
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.						
Government ...	...	.....	.....	.....	.....	...	...	...	...	...	...
Aided ...	22	2,033 2 0	5,620 11 2	7,584 12 7	16,107 10 0	620	75	...	695	465	15
Unaided ...	1	.....	.....	1,966 6 7	1,966 6 7	55	...	...	55	31	2
	1	.....	.....	16,428 0 0	14,555 2 11	...	47	...	47	31	...
Total ...	24	2,033 2 0	5,620 11 2	25,979 3 2	32,629 3 6	675	122	...	797	527	17

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The subjoined table shows the statistics of the middle vernacular schools:—

(3) *Middle Vernacular Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total outlay	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the last examination.
						Hindus.	Muhammadans.	Others.	Total.		
Government	2	Rs. A. P. 498 5 3	Rs. A. P. 535 15 3	Rs. A. P. 166 1 3	Rs. A. P. 1,200 5 9	193	1	...	194	135	11
Aided	40	2,128 5 0	4,694 6 1	4,162 10 5	10,843 15 0	959	102	1	1,062	502	24
Unaided	...	.....	.....	.....	.....	...	...	...	...	...	...
Total	42	2,626 10 3	5,230 5 4	4,330 11 8	12,044 4 9	1,152	103	1	1,256	1,039	46

The table following shows the statistics of primary schools:—

(4) *Primary Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE LAST DAY OF THE YEAR.				Average daily attendance.
						Hindus.	Muhammadans.	Others.	Total.	
Government	1	Rs. A. P. 90 0 0	Rs. A. P. 120 0 0	.....	Rs. A. P. 210 0 0	35	4	...	39	24
Aided	74	2,040 7 3	3,699 5 6	1,244 0 3	7,984 13 0	1,371	398	...	1,773	1,302
Unaided	166	181 4 0	.....	35 0 0	166 4 0	...	...	...	2,956	...
Total	241	2,221 11 3	3,819 5 6	1,279 0 3	8,361 1 0	1,410	...	...	4,768	...

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The statistics of the girls' schools, inclusive of the girls' classes in the pathshalas, are to be found in the table following:—

*(5) Girls' Schools.*

	Number of schools.	Amount of fees realized.*	Government grant.	Subscriptions, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE LAST DAY OF THE YEAR.				Average daily attendance.
						Hindus.	Muhammedans.	Others.	Total.	
Government ...	...	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	...	...	...	...	...
Aided ...	...	...	687 0 0	641 0 0	1,298 0 0	100	...	...	100	71
Unaided ...	...	...	...	...	...	18	...	...	18	14
Total ...	5	...	687 0 0	641 0 0	1,298 0 0	118	...	...	118	85

\* Inclusive of 6 girls' classes attached to pathshalas.

There is in this district one normal school for the training of gurus or village school teachers. It was first opened in the Krishnagar district in 1863, and subsequently in the year 1867 removed to Berhampur. Since its removal this school has sent out 117 certificated men, of whom 103 are now serving in the improved pathshalas. The unhealthiness of the station, and more particularly the want of healthful quarters for its boarding pupils, have affected the efficiency of this school. There was at one time much correspondence for providing this as well as the other training schools with proper house accommodation, but as yet nothing has come of that correspondence. The statistics of this school are shown in the next table:—

*(6) Normal Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the last examination.
						Hindus.	Muhammedans.	Others.	Total.		
Government ...	1	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	...	...	...	...	...	...
Aided ...	...	...	...	...	...	...	...	...	...	...	...
Unaided ...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1	1,371 4 9	4,916 4 6	...	6,287 9 3	80	4	...	84	43	23

*Rajshahi Division.—Mursidabad District.*

The social position and caste of the pupils attending all the above schools are shown in the next two tables:—

*Social Position.*

NATURE OF SCHOOLS.	Upper.	Middle.	Lower.	Total.
Higher English schools ... ..	.....	180	7	187
Middle ditto ... ..	11	406	278	695
Middle Vernacular ... ..	4	668	584	1,256
Primary ... ..	2	554	1,256	1,812
Girls' ... ..	.....	76	24	100
Normal ... ..	.....	45	39	84
Total ... ..	17	1,929	2,188	4,134

*Caste and Creed.*

	HINDUS.										MUSULMANS.			ABORIGINES.							Grand Total			
	Bramans.	Khetris.	Bodiyas.	Kaisthas.	Nabosaks.	Kaiborthas.	Sonerbanias.	Others.	Doms, &c.	Total.	Sias.	Sunnis.	Total.	Christians.	Budhists.	Kols.	Gonds.	Sonthals.	Nagas.	Cacharis.		Others.	Total.	
Higher English	...	...	...	...	...	...	...	...	...	175	10	...	10	2	...	...	...	...	...	...	...	...	...	187
Middle ditto	263	9	14	89	104	12	9	84	...	584	40	71	111	...	...	...	...	...	...	...	...	...	...	695
Middle vernacular.	415	28	30	193	254	60	60	123	25	1,188	22	45	67	1	...	...	...	...	...	...	...	...	...	1,256
Primary	336	32	44	154	363	146	108	190	37	1,410	52	350	402	...	...	...	...	...	...	...	...	...	...	1,812
Girls'	40	1	4	37	6	5	1	6	...	100	...	...	...	...	...	...	...	...	...	...	...	...	...	100
Normal	42	...	...	23	5	6	1	3	...	80	...	4	4	...	...	...	...	...	...	...	...	...	...	84
Total	1,096	70	92	496	732	229	179	406	62	3,537	124	470	594	3	...	...	...	...	...	...	...	...	...	4,134

\* Detail of 175 of Higher English not received.



*Reports of Inspectors of Schools.*

The caste and qualifications of the teachers are given below.

*Caste.*

Number of Teachers.	Hindus.	Muhammadans.
163	152	11

*Qualifications.*

Number of teachers.	M. A.	B. A. or senior scholars.	First Arts.	Entrance or junior scholarship.	Teachership certificate.	Certificate from the Inspector of Schools.	Normal School certificate.	Training School certificate.	Minor or vernacular certificate.	Without certificate.
163	.....	.....	3	12	.....	1	31	59	18	39

The friends of education in the Mursidabad district are many ; some of them are named below :—

Moharani Saruamayi, Ray Lakshmi Pat Sinha Roy Bahadur, Ray Dhon Pat Sinha Roy Bahadur, Roy Megh Raj Bahadur, Babu Ram Gati Mukhurji, Mr E. A. Bradbury, Assistant Magistrate and Deputy Collector, sub-division Lalbag, Babu Siv Prasad Sanyal, Deputy Magistrate and Deputy Collector of Mursidabad, Babu Tara Prasad Chatturji, Deputy Magistrate, Jangipur, Babu Jagat Bandhu Roy, Raja Gopal Sinha, Babu Mama Mohan Sinha, Babu Nakari Mukhurji, and Babu Sasi Bhusan Basu.

After reading the remarks on the Deputy Inspector's reports made by Mr. Wavell, the Collector and Magistrate of the district, through whom the reports were sent in, I cannot omit to mention that gentleman distinctly among the best friends of education in Mursidabad. His remarks show that he read those reports with care, and arrived at correct conclusions on many points.

1. He rightly attributes the falling off in schools and scholars to the severe inundations of the year noticed by me in the preliminary remarks.

2. I also agree with Mr. Wavell in thinking that the desire for female education is but a fashion, and though but a fashion, it should still be encouraged.

3. I endorse fully the following remarks of Mr. Wavell on the indigenous schools :—

"The preference for the indigenous schools arises not only from the rooted conservatism of the Bengali character, but also from the

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superior cheapness of those schools and their total want of system." This is the truth. It is not true that the instruction imparted in indigenous schools is really better or more useful. I must, however, say that I am obliged to differ from Mr. Wavell in one of his remarks. Regarding the night pathshalas he says—"it is demanding too much to require the masters of aided pathshalas to work both day and night, if, that is to say, they do real hard work during the day." It is no doubt demanding much, but not too much. Probably Mr. Wavell is not aware that the pathshalas, day as well as night, are conducted on the monitofial or pupil-teacher system, under which the head pupils assist the master in teaching the lower classes. Besides, we cannot have as cheap night pathshalas as now if we are to entertain a separate body of teachers for them. Mr. Wavell is glad to find so many students of the inferior classes—*Haris* and *Doms*—among our students; but these attend our night schools chiefly. It is these schools that are working among the masses alone, and it is by multiplying these schools along with the day pathshalas that we can effectively solve the problem of mass education here.

## CONCLUDING REMARKS.

I cannot bring this report to a conclusion without referring more distinctly than I have yet done to the kind of education imparted in the different systems of schools.

I shall speak first of the indigenous schools. As national institutions, they have, notwithstanding all their shortcomings, a strong hold on the popular mind. Looked at closely, they seem to me to bear about them marks of having been devised by men of great and mature thought. In many points the poor old *guru pathsala* seems in my humble opinion to have excellencies of method over richer and more ambitious institutions of the present day. For instance (1) the method adopted in these institutions of initiating children in the first knowledge of letters is decidedly superior to that of our schools. The practice in the indigenous schools is to make a boy call out the names of the letters of the alphabet as he writes them with a crayon, piece of chalk or a reed. The practice in our English schools, and likewise in our vernacular schools, when allowed too closely to imitate them, is to place a primer in the hands of the child and make him look at the forms of the letters printed thereon as the names of the letters are told to him. That of the two, the practice first described is the more scientific and the more effective of its purpose, no educationist can doubt for a moment. The one brings the child's eye, his tongue, his ear, and his hand into play, and makes him *active* while at lessons; the other brings into use his eye and ear only, and keeps him perfectly *passive*. (2) The method adopted in the indigenous pathshalas of teaching most things orally instead of by the use of text books, without which nothing may be done in our schools (English and vernacular), seems to me to have very great advantages in primary education. The mind of the child can come into direct contact with a living mind only. The letters of a book are not of much

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interest to him. The instructions communicated orally to a child and impressed by reiteration, find always a firmer seat in his memory, than the instruction obtained by him by conning a task in the text book.

(3.) The method followed by the pathsala gurus of drilling their students thoroughly in the practice of arithmetical calculations appears to me to be worthy of imitation by our schools. I admit that this practice consists in the bare application of certain formulæ without in most cases the slightest intelligent appreciation of them. But there can be no doubt that in primary education, where the memory more than the reason is to be addressed, such practice is not without its value in very materially strengthening the memory of numbers. I do think that the too early and too frequent use of the slate and the pencil in teaching arithmetic may be advantageously dispensed with in our schools.

(4.) The pathsala system of simultaneous lessons, notwithstanding the noise it creates, approves itself to my mind more than the solemn school system, where boys are required to listen only to the voice of the teacher.

In the four points above noticed the indigenous pathsalas appear to me to have superiority of method in their favor. As for the curriculum of instruction in the indigenous pathsalas, it is so meagre that our schools have to learn nothing from it. The pathsala programme regularly arranged is this—(1) the forms and sounds of simple letters, (2) their size and relative positions, (3) compound letters, compounds of consonants and compounds of a vowel and consonant, (4) the names of persons, castes, countries, rivers, and mountains, (5) the courier table, the numeration table, the gunda table, the seer table, and other tables of dry and land measures.

(6.) Addition and subtraction, the multiplication table, the three fractional multiplication tables with multipliers of  $1\frac{1}{2}$ , of  $1\frac{1}{4}$ , and of  $2\frac{1}{2}$ .

(7.) The agricultural and commercial accounts.

(8.) The composition of business letters, petitions, grants, leases, together with the forms of address belonging to different grades of ranks and station.

The above is a full and complete list of studies of an indigenous pathsala. This is not what every pathsala does or is expected to do. Indeed it will be hard to find many pathsalas now which come above the stage of progress marked as No. 6. Most of the gurus want the capacity to carry their pupils further. I shall now add a few words concerning the teachers of the indigenous schools called *guru-mohasayas*. Mr. Adam's picture of them is true to the life. "These men do not understand the importance of the work they have undertaken; they do not appear to have made it even the subject of a thought; they have no idea of the great influence which they might exert over the minds of their pupils, and they consequently neglect the highest duties which their situation would impose if they had any sense of their powers and obligations. At present they produce hardly even a mere mechanical effect on the intellect of their pupils. As to exercising any moral influence on the pupils, such a notion never enters into their conception."

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Such- being unfortunately the teachers of our national schools, every intelligent and well-meaning man from Mr. Adam down to the late lamented Mr. Medlicott, who has had to come into much contact with the indigenous pathsalas and their gurus, has arrived at the one conclusion that any measures that may be adopted to improve primary education in this country will be greatly inadequate if they are not directed to increase the attainments of the teachers of the pathsalas and to elevate and extend their views of the duties belonging to their vocation. The scheme of pathsala improvement which has been in operation since 1863, is based on such conclusions. We are trying under that scheme to improve the breed of our pathsala teachers, and also to enlarge the curriculum of our pathsala studies. To the old pathsala curriculum we have added object lessons, reading from printed books, and a little geography and history. That we have thus been able to effect much improvement in the pathsalas, no less in cultivating the powers of observation and in awakening the intellect of the pupils than in their manners and morals, may be found by any one who will take the trouble to bring together an improved and an indigenous pathsala and examine them.

I have often made such examinations, and with one result. The pupils of our improved pathsalas are better in every respect but one. Class for class, the boys of indigenous schools write a better hand. Their alleged superior promptness in replying to arithmetical questions I have not found verified except in rare instances. I must not, however, while giving to the improved pathsalas what is their due, omit to notice that there is a tendency in them to abandon the superior method which in some respects, as already observed, belonged to the indigenous schools, and to substitute for it the inferior method borrowed from our English schools. My efforts have been from the very beginning directed against such substitution, but the tide of thoughtless imitation is strong here as elsewhere. The remedy against this, as against other evils of the pathsala scheme, will be found, I believe, in recognising the true position of the pathsalas as forming the basis of our educational system. The pathsalas are the national primary schools. Children of all classes of society, the highest as well as the lowest, attend them. By one of their constituent elements the pathsalas are connected with the superior schools for general education, by the other element they have an affinity with and naturally call for those agricultural and industrial schools which do not yet exist in this country. The connection of the pathsalas with the superior schools of general education being established, and industrial and agricultural schools to be fed from the pathsalas being opened, our system of vernacular education would be complete. The first agricultural and industrial schools may, as I have been saying for many years, be very conveniently started in connection with the district training schools.

I shall say but a few words regarding the education of our middle class schools. In these an attempt is made to give something like what may be called liberal education through the medium of the vernacular. Certificates from these schools privilege the students to

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qualify themselves for the legal profession as junior pleaders and mooktears, for the medical profession as native doctors, and for the educational profession as normal pundits. Should there ever be a vernacular department of the Civil Engineering College, that department may likewise be open to the certificate-holders from middle class schools.

With reference to the higher class schools, I need not but say this much. They supply through the medium of English the first elements of a liberal education, and are connected directly with the university. I have always thought that it would be an improvement in these schools if the medium of instruction in such subjects as geography, history, mathematics, &c., were the vernacular, and not English. In these, as in the middle class English schools, English should be taught as a language only. The popular feeling on the subject is not, however, in favor of this opinion, and there are other difficulties in the way. But just as English education has acted on vernacular schools and modified their character in many essentials, so may vernacular education now in rapid progress be expected in time to react on our English schools and produce such changes in them as would more fully adapt them for our children. In our higher schools even English is not yet taught in the way it should be taught to those whose mother tongue it is not.

*Caste and social position.*—I have already given tables of the caste and social position of the pupils who attend our different systems of schools. I shall annex here summaries of them for the whole division, observing, by way of explanation, that the figures 1, 2, 3, &c., on the side represent the social position against the same figures as marked in the form herein annexed.

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*Rajshahi Division.—Dinajpur District.*

*From the report of C. A. Martin, Esq., LL.B., Officiating Inspector,  
North-East Division.\**

## DINAJPUR ZILLA SCHOOL.

Names of Pupils.		Fees and Fines.	
1870-71.	1871-72.	1870-71.	1871-72.
144	123	Rs. A. P. 1,557 2 0	Rs. A. P. 1,435 6 0

Of the 123 pupils 10<sup>1</sup>/<sub>2</sub> are Hindus, 21 Musalmans, and 1 belongs to some other denomination.

No reason is given for the want of success of the school at the entrance examination.

The school building is said to be in a very unsatisfactory state, the repairs undertaken by the Public Works Department being so long delayed. "The verandah was pulled down by orders of that department two months ago," writes the Secretary on the 8th April, "and at present there seems to be but little prospect of its being rebuilt." The Secretary offers his best thanks to J. H. Ravenshaw, Esq., c.s., and Babus Khetra Mohan Sinha and Radha Gobind Ray for the great interest they have taken in the school.

*Dinajpur training school.*—On the 31st March 1872 this school had on its rolls 43 students, viz. 15 Hindus and 28 Musalmans. The excess of Muhammadans over Hindus is ascribed to the fact that the former predominate in the district. The head master accounts for the scarcity of students thus: "The deficiency is attributable to the want of faith on the part of the people in the continuance of the school, as they were under the impression, from a rumour running amongst them, that Government would abolish schools."

In the final examination of this school, which took place at the same time as that of the Rangpur training school, 30 passed out of 35 candidates. This result is not quite so satisfactory as in the case of the Rangpur school, of whose candidates but one-fourteenth failed, while here we have a failure of one-seventh. The two schools were examined in the same papers of questions.

In the model pathsala attached to the training school there were 60 pupils against 70 in the previous year.

\* Mr. G. Bellett, the Inspector of Schools in the North-Eastern Circle, was obliged from continued ill health to leave in July without completing his report, and Mr. C. A. Martin, who officiated for him, was required, immediately on taking charge, to send in such information concerning the several districts of his circle as was available in his office. Mr. C. A. Martin is not responsible for the meagreness of the information furnished concerning the north eastern districts.

*Reports of Inspectors of Schools.**Deputy Inspectors of Schools employed in the District of Dinajpur during 1871-72.*

Date of appointment.	Name.	Station to which attached.	Salary per mensem.	Number of schools under inspection.	Number of visits to schools during the year.
			Rs.		
13th December 1865	Babu Govind Chunder Chuckerbutty.	Dinajepore ...	75	55	455
29th August 1869 ...	Babu Dwarka Nath Dutt ...	Raigunge ...	100	57	201
January 1869 ...	" Lal Mohan Butta-charjee.	Patiram ...	75	98	253
July 1868 ...	Babu Sosi Bhushan Sen, B.A.	Birgunge ...	75	69.	248

## Rajshahi Division.—Dinajpur District.

## Return of Schools in the District of Dinajpur (Rajshahi Commissionership).

CLASS OF SCHOOLS.	Number of schools.	Number of masters.	Amount of fees and fines realized.	Amount of Government grant.	Amount of local subscriptions and endowments.	Total cost.	Number of scholars on 31st March 1872.	Average daily attendance.	REMARKS.
Higher schools	Government ...	1	1,435 6 0	2,599 9 6	.....	Rs. A. P. 4,034 15 6	123	93	
	Aided ...	...	.....	.....	.....	.....	.....	.....	
	Total ...	1	1,435 6 0	2,599 9 6	.....	4,034 15 6	123	93	
	Unaided ...	...	.....	.....	.....	.....	.....	.....	
Middle schools	Government ...	7	409 3 0	1,917 13 0	80 0 0	2,407 0 0	283	208	*One Deputy Inspector has not mentioned the teachers for 6 of his schools.
	Aided ...	34	1,300 2 6	4,385 9 3	4,559 12 0	10,145 6 9	766	560	
	Total ...	41	1,609 4 6	6,303 6 3	4,639 12 0	12,552 6 9	1,049	765	
	Unaided ...	...	.....	.....	.....	.....	.....	.....	
Primary schools	Government ...	41	1,609 4 6	6,303 6 3	4,639 12 0	12,552 6 9	1,049	765	†Government grant included in that for Normal School. Total 185; 48 of whom teach right pathshalas and girls' schools.
	Aided ...	1	23 12 0	.....	.....	23 12 0	60	44	
	Pathshalas ...	216	3,572 2 0	10,569 0 0	2,294 14 0	16,436 0 0	4,772	3,399	
	Total ...	217	3,594 14 0	10,569 0 0	2,294 14 0	16,453 12 0	4,832	3,443	
Unaided ...	Unaided ...	1	2 0 0	.....	2 0 0	4 0 0	44	19	
	Total ...	218	3,596 14 0	10,569 0 0	2,296 14 0	16,463 12 0	4,876	3,463	



## Reports of Inspectors of Schools.

Class of Schools.	Number of schools.	Number of masters.	Amount of fees and fines realized.	Amount of Government grant.	Amount of local subscriptions and endowment.	Total.	Number of scholars on 31st March 1872.	Average daily attendance.	REMARKS.
Normal schools	Government ...	1	346 0	4,738 5 9	.....	5,084 13 9	43	37	All but one of these teachers are teachers of pathshala.
	Aided ...	...	.....	.....	.....	.....	.....	.....	
	Total	1	346 8 0	4,738 5 9	.....	5,084 13 9	43	37	
	Unaided ...	...	.....	.....	.....	.....	.....	.....	
Girls' schools	Government ...	1	346 8 0	4,738 5 9	.....	5,084 13 9	43	37	All but one of these teachers are teachers of pathshala.
	Aided ...	...	.....	.....	.....	.....	.....	.....	
	Total	1	346 8 0	4,738 5 9	.....	5,084 13 9	43	37	
	Unaided ...	...	.....	.....	.....	.....	.....	.....	
Total	Government ...	23	2 14 0	744 0 0	795 12 0	1,542 10 0	220	151	All but one of these teachers are teachers of pathshala.
	Aided ...	23	2 14 0	744 0 0	795 12 0	1,542 10 0	220	151	
	Total	1	.....	.....	3 0 0	3 0 0	16	10	
	Unaided ...	23	2 14 0	744 0 0	795 12 0	1,545 10 0	235	161	
Total	Government ...	10	2,213 13 0	9,355 13 3	80 0 0	11,549 9 3	509	379	All but one of these teachers are teachers of pathshala.
	Aided ...	272	4,775 1 6	15,898 9 3	7,650 6 0	28,124 0 9	5,758	4,110	
	Total	282	6,988 14 6	24,954 5 6	7,730 6 0	39,673 10 0	6,267	4,489	
	Unaided ...	2	2 0 0	.....	5 0 0	7 0 0	59	29	
Grand Total	284	301 at least	6,990 14 6	24,954 5 6	7,735 6 0	39,680 10 0	6,326	4,518	

*Rajshahi Division.—Maldah District.*

*From the report of Babu Bhudeb Mookerjee, Inspector of Schools, North Central Division.*

## MALDAH.

I have described the distinctive features of this district, so far as they concern the educational officer, in my report for 1869-70. I shall not go over the same ground again; I shall only say, resuming briefly its educational history, that our operations have been very slow in this district. There were in this district only two Hardinge vernacular schools in 1846. The zillah school was founded in 1858. To these were added 1 aided school in 1864, 1 in 1865, 2 in 1866, and 2 aided and 1 Hardinge vernacular schools in 1868.

In 1869 (that is after a Deputy Inspector was appointed for the district), 6 new aided schools were opened. That during 1870-71 and the part of 1872 which has already expired, not more than 1 aided school and 6 pathshalas could be given to this district, is owing to financial restrictions, which have affected the progress of education more or less in every district. Maldah, as the poorest of all the districts under me, is almost at a stand-still.

The statistics of different classes of schools in the Maldah district are given below:—

•(1) *Higher Class English Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total outlay.	NUMBER OF STUDENTS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the entrance examination.
						Hindus.	Muhammadans.	Others.	Total.		
		Rs. A. P.	Rs. A. P.		Rs. A. P.						
Government ...	1	1,293 4 6	2,574 6 6	.....	3,867 11 0	95	7	...	102	70	4
Aided ...	...	.....	.....	.....	.....	...	...	...	...	...	...
Unaided ...	...	.....	.....	.....	.....	...	...	...	...	...	...
Total ...	1	1,293 4 6	2,574 6 6	.....	3,867 11 0	95	7	...	102	70	4

There is but one higher class school in the district, the Government zilla school. The Secretary to the local committee of public instruction reports on this school as follows:—

“During the year under review the local committee of public instruction held five meetings for the transaction of business. It is composed of nine members,—six officials, and three non-officials.

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"The schooling fees and fines collected during the year amounted to Rs. 1,293-4-6, against Rs. 1,208-10-3 of the preceding year, showing an increase of Rs. 84-10-3. The monthly cost of each pupil to Government was Rs. 2-3, against Rs. 2-7-6 shown in the return for the previous year. The amount received from Government was Rs. 2,574-6-6.

"The number of pupils on the rolls at the end of the year was 102, the average number of pupils on the rolls monthly increased from 87 in 1870-71 to 98 in 1871-72. A classification of 102 pupils according to their creed shows that 95 were Hindus and 7 Muhammadans.

"The school building has recently been repaired by the Department of Public Works. It has not sufficient accommodation. The addition of a couple of rooms is much wanted. The committee have for the purpose Rs. 330 at their disposal, but this sum is quite insufficient."

I saw the Maldah zillah school on the 28th January last, when the head-master, Baboo Rajani Nath Chatterjee, B.A., was absent in Calcutta for the subordinate executive service examinations. The school under the charge of the 2nd master was in perfect order. In examining the classes I was satisfied with the progress exhibited in English reading, though the pronunciation was still defective. I was satisfied also with what the boys did in explanation and parsing; but in the geography of Bengal, and in mental arithmetic, the boys were rather backward. In writing (Bengali) from dictation some of the pupils made miserable blunders.

The statistics of the middle class English schools in the Maldah district are given below:—

*(2) Middle Class English Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total outlay.	NUMBER OF STUDENTS AT THE END OF THE YEAR.				Average daily attendance	Number passed at the last examination.
						Hindus.	Muhammadans.	Others.	Total.		
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.						
Government ...	...	.....	.....	.....	.....	...	...	...	...	...	...
Aided ...	4	217 3 3	1,125 1 3	2,437 0 9	2,852 11 7	154	32	...	186	102	2
Unaided ...	1	.....	.....	144 0 0	144 0 0	...	...	...	15	8	...
Total ...	5	217 3 3	1,125 1 3	1,581 0 9	2,996 11 7	...	...	...	201	110	2

*Rajshahi Division.—Maldah District.*

With respect to the one unaided school in the above table, the Collector of the district, in bearing out the Deputy Inspector's remarks, says, "that the growth of such schools in the interior of districts is very useful, and that we ought to do our best to encourage their supporters." The Collector is no doubt right as to the great desirability of encouraging the unaided schools of this class, for in most cases they are started under an expectation of receiving Government aid, and after languishing for some months on such expectation, at last die off unless aided and recognised in time. My own visits to the middle class English schools of the Maldah district have impressed me with the idea that the demand for English is just growing here and is still much weaker than elsewhere. The middle class English schools of this district were for the most part first started by the European planter zemindars, and they are now kept up by their amla, only a few of whom are natives of the district. The great native zemindars have begun but lately to take interest in these schools.

The statistics of the middle vernacular schools are tabulated below:—

*(3) Middle Class Vernacular Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total outlay.	NUMBER OF STUDENTS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the last examination.
						Hindus.	Muhammadans.	Others.	Total.		
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.						
Government ...	3	417 2 3	854 12 0	81 6 0	1,296 14 3	164	28	...	192	120	8
Aided ...	9	570 15 0	1,195 4 6	1,431 5 0	3,266 9 6	296	76	...	372	241	2
Unaided ...	1	.....	.....	125 0 0	125 0 0	...	...	...	44	32	...
Total ...	13	988 1 3	2,050 0 6	1,637 11 0	4,688 7 9	...	...	...	608	393	10

My own inspection of these schools has convinced me that the middle vernacular schools of Maldah may be expected to do well. The members of the Hindu as well as of the Muhammadan community take interest in these schools, and the petty zemindars and talukdars of the district pay for the most part some contribution towards their support. What must be also very markedly noted is the circumstance that the managers of these schools are anxious to get the teachers selected for them by the educational officer, and exhibit no partiality for their own *umedwars*.

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The statistics of the primary or lower class schools of Maldah are tabulated below:—

*(4) Primary Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total outlay.	NUMBER OF STUDENTS AT THE END OF THE YEAR.				Average daily attendance.
						Hindus.	Muhammadians.	Others.	Total.	
• Government	...	Ra. A. P. ....	Ra. A. P. ....	Ra. A. P. ....	Ra. A. P. ....	...	...	...	...	...
Aided ...	6	72 3 0	55 0 0	120 12 0	275 7 0	115	67	...	182	114
Unaided	40	.....	.....	.....	.....	...	...	...	800	...
Total	46	72 3 0	55 0 0	120 12 0	275 7 0	...	...	...	982	...

My impression of these schools, from the inspections I made, is that the aided system not having been sufficiently worked in the district, our aided pathsalas here will not for long serve the purpose of mere primary schools. They will be opened in the more important villages which are yet without schools; and attended as they will be by the children of those classes who demand a higher standard of instruction than what primary schools provide, they will soon assume all the distinctive features of middle class schools. It is only in those districts (if there be any such) which have been exhaustively worked under the grant-in-aid system that aided pathsalas can retain for long their characteristic of mere primary schools.

The pathsala scheme would work healthily everywhere, and more specially in Maldah, if the pathsalas at first established may develop themselves freely into aided schools.

There are no normal or girls' schools in this district.

The social position and caste and creed of the pupils of all the regularly inspected schools are shown in the next two tables:—

*Social Position.*

Nature of Schools.	Higher.	Middle.	Lower.	Total.
Government salla school, higher English	.....	87	15	102
Middle English (aided)	.....	100	86	186
Middle Vernacular (Government)	.....	106	84	190
Ditto (aided)	.....	159	213	372
Primary Vernacular (aided)	.....	43	139	182
Total	.....	495	539	1,034

*Rajshahi Division.—Maldah District.**Caste and Creed.*

Number.	NATURE OF SCHOOLS.	HINDUS.										MUSUL- MANS.			ABORIGINES.							Grand Total.		
		Brahmana.	Khetries.	Baidyas.	Kaishas.	Nobosaka.	Koiborths.	Sonabeniæ.	Other inferior caste.	Doms, chandals, &c.	Total.	Sias.	Sunnis.	Total.	Christians.	Budhis.	Coli.	Gonds.	Sonthals.	Nag's.	Kacjaries.		Other.	Total.
1	Government zillah school, higher English.	31	...	9	19	12	3	...	21	...	95	...	7	7	...	...	...	...	...	...	...	...	...	102
4	English schools, middle (aided).	40	5	1	41	35	6	1	32	...	154	8	24	32	...	...	...	...	...	...	...	...	...	186
3	Government Vernacular (middle).	50	...	6	9	27	18	4	47	3	164	3	25	28	...	...	...	...	...	...	...	...	...	192
9	Aided Vernacular (middle).	63	4	2	27	57	10	...	132	1	296	2	74	76	...	...	...	...	...	...	...	...	...	372
6	Primary (aided)..	4	7	...	3	18	7	...	76	...	115	...	67	67	...	...	...	...	...	...	...	...	...	182
Total ...		188	16	18	99	142	44	5	308	4	824	13	197	210	...	...	...	...	...	...	...	...	...	1,034

The caste of the teachers is shown in the following table :—

Number of Teachers.	Hindus.	Muhammadans.
40	37	3

And their qualifications in the table following :—

Number of teachers employed.	M. A.	B. A. or senior scholars.	First Arts.	Entrance or junior scholarship.	Teachership certificate, &c.	Certificates from the Inspectors of Schools.	Normal school certificate.	Training school certificate.	Minor or vernacular certificate.	Without certificate.
40	.....	.....	.....	3	.....	...	14	6	8	9

*Reports of Inspectors of Schools.*

The friends of education in the Maldah district are named below :—

1. Raja Gopal Chandra Sinha Bahadur of Mohespur, Mursidadad.
2. Baboo Lakhim Narayan Takur of Khanpur.
3. „ Mathura Nath Basu of Gomostapur.
4. „ Jogesvar Mukhurji of Nababganj.
5. „ Braja Lal Chatterjee of Kaliachak.
6. Moulvi Elahi Baksh of Maldah.

• The Collector notices very favorably the liberality of Rani Sama Sundari, zemindar of Lalgola.

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*Rajshahi Division.—Rajshahi District.*

## RAJSHAHI DISTRICT.

Reporting for the first time in 1869-70 on the Rajshahi district, I observed that there was a greater want of fusion between the different classes of society in this district than elsewhere, and that such want of fusion would prove a drawback on the lower class schools of the district. I have found no reason since to change my opinion. While the superior grant-in-aid schools of Rajshahi are going on quite healthily, and are as a rule free from financial abuses, the pathshalas, which are attended for the most part by the lower orders of people, do not secure for their teachers either a sufficient or a certain income, and therefore shift about but too often from place to place and not unfrequently die off.

But for this circumstance that the lower class schools in Rajshahi are apt to die off, this district would have appeared far more rich in the number of its schools than it does at present. The department worked more promptly and extensively in this large and rich district than it did in Maldah. The zilla school was founded in 1836; in 1863 the number of aided schools opened was 8. In 1865 the Boalia training school was started, and it produced from the year following 145 pathshalas up to 1868. In 1869, the number of schools in the district had become 196. The district was accordingly cut up into four different circles under as many Deputy Inspectors, and the increase of schools would have proceeded still faster than in preceding years but for reasons to which I am unwilling to allude too frequently.

The statistics for the year of the higher class schools in the Rajshahi district are tabulated below :—

(1) *Higher Class Schools.*

	Number of schools.	Amount of fees realized.	Amount of Government grant.	Subscriptions, &c.	Total outlay.	NUMBER OF PUPILS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the entrance examination.
						Hindus.	Muhammadans.	Others.	Total.		
Government ...	1	Rs. A. P. 3,187 9 0	Rs. A. P. 2,749 5 4	Rs. A. P. .....	Rs. A. P. 5,916 14 4	208	10	...	218	149	7
Aided ...	8	998 15 9	2,461 10 6	4,401 14 9	8,062 1 3	298	20	...	31	161	1
Unaided ...	...	.....	.....	.....	.....	...	...	...	...	...	...
Total ...	4	4,166 8 9	5,210 15 10	4,401 14 9	13,998 15 7	506	30	...	536	310	8



*Reports of Inspectors of Schools.*

These schools, with a very few exceptions, are doing fairly in the Rajshahi district. The Nator and Kalam schools are very largely attended by the children of well-to-do Musulmans. I was surprised, however, on examining them to find that they have but scanty knowledge of not only the history of their own religion, but of those mythical legends which are embodied in Muhammadanised Bengali books. Not one pupil out of nearly one hundred whom I asked could tell me anything about Zaigum, Bibi, Khalida, or Hanifa Pahlvan.

The lower class or primary schools of Rajshahi have their statistics summarised below :—

*(4) Primary Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total outlay.	NUMBER OF PUPILS AT THE END OF THE YEAR.				Average daily attendance.
						Hindus.	Muhammadans.	Others.	Total.	
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.					
Government ...	1	1 8 0	111 3 6	.....	112 11 6	15	16	...	31	21
Aided ...	134	988 5 9	6,187 13 0	2,038 15 6	9,215 2 3	1,546	1,450	...	2,996	2,037
Unaided ...	80	.....	.....	.....	.....	...	...	...	1,230	...
<b>Total ...</b>	<b>215</b>	<b>989 13 9</b>	<b>6,299 0 6</b>	<b>2,038 15 6</b>	<b>9,327 13 9</b>	<b>...</b>	<b>...</b>	<b>...</b>	<b>4,257</b>	<b>2,058</b>

I have said that the distinction of classes is rather conspicuously marked in the Rajshahye district. Here accordingly the pathsalas are attended by a smaller percentage of the middle classes than in other districts. The teachers of these pathsalas therefore are not called upon to teach their pupils the vernacular scholarship course, or anything beyond the three R's. There are exceptions here and there, but the above is the rule. Where exceptions have occurred, as in the Nator and Boalia circles, they have been owing to the care taken of the pathsalas by the Deputy Inspectors in providing them with patrons in the persons of well-to-do talukdars or tradesmen. Secured of such patronage, the gurus generally endeavour to teach higher than where such patronage is wanting. Indeed it seems to be a point pretty well established in the history of educational administration, that patronage, whether of Government or of wealthy and influential individuals, has in all countries a tendency to raise the standard of education in primary schools.

*Rajshahi Division.—Rajshahi District.*

The statistics of the girls' schools in Rajshahi are given below :—

*(5) Girls' Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total outlay.	NUMBER OF PUPILS AT THE END OF THE YEAR.				Average daily attendance.
						Hindus.	Muhammadians.	Others.	Total.	
Government Aided ...	1*	.....	Rs. A. P. 252 5 9	Rs. A. P. 332 0 0	Rs. A. P. 599 15 3	93	1	...	93	58
Unaided ...	1	.....	.....	.....	.....	17	3	1	21	12
Total ...	2	.....	252 5 9	332 0 0	599 15 3	109	4*	1	114	70

\* Inclusive of 18 girls' classes in the pathshalas.

With respect to the above schools, which also include the girl classes in pathshalas, there remains little to say except that in them a beginning only has been made of female education, which will be of very slow growth. There is not much to add to the remarks made year after year, that it is only a few very young girls that come to school; that even these do not attend regularly, and that only a very small proportion of them learn to read before their school attendance ceases.

There are two normal schools in Rajshahi: (1) the Government Guru Training School, which supplies teachers to the improved pathshalas; (2) the Chandra Nath Female Normal School, which is preparing mistresses for girls' schools and zenana teaching. The statistics of these schools are tabulated below :—

*(6) Normal Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total outlay.	NUMBER OF PUPILS AT THE END OF THE YEAR.				Average daily attendance.	Number of pupils passed at the last examination.
						Hindus.	Muhammadians.	Others.	Total.		
Government ...	1	Rs. A. P. 300 12 0	Rs. A. P. 3,036 0 5	.....	Rs. A. P. 5,336 12 5	86	33	...	69	44	26
Aided ...	1	.....	2,830 12 8	1,415 6 9	4,246 3 0	14	...	...	14	12	...
Unaided ...	1	180 0 0	.....	372 0 0	552 0 0	14	...	...	14	...	...
Total ...	3	480 12 0	7,866 13 1	1,787 6 4	10,134 15 5	64	33	...	97	...	26

*Reports of Inspectors of Schools.*

The training school for gurus was opened in 1865, and it has up to the last year sent out in all 184 certificated men to take charge of pathshalas. The aided female normal school has not yet sent out any mistresses; but there is, I believe, ground for congratulation in the mere fact of its existence with its full complement of pupils. The government of this school is entirely in the hands of the local committee of public instruction, whose Secretary, Mr. Ward, seems to take a warm interest in the welfare of the institution. I must not omit to mention the name of Babu Uma Kant Das, Deputy Inspector, in connection with this school. It is this officer through whose exertions solely the normal school has been recruited with pupils of respectable parentage and good character.

The lady superintendent of the school, Mrs. Stansleny, is a very worthy person. She has all the requisites qualifying her for the important office she holds.

I have said that none of the pupils of this school have as yet gone out as mistresses; but the lady superintendent, assisted by a few of the educated young men at the station, has set a system of zenana teaching at work in which her more advanced pupils have begun to assist her in teaching to read and write as well as in needle-work. I do not wish that any pupils should be sent out from this school until they are still further advanced. Their work, I believe, will chiefly consist in zenana teaching, and in such teaching higher qualifications will be demanded of them by their employers than if they were to have charge of elementary girls' schools only.

The social position, caste, and creed of the pupils in the different grades of regularly inspected schools in the Rajshahyi district, are shown below:—

*Social Position.*

Nature of Schools.	Upper.	Middle.	Lower.	Total.
Higher English ... ..	5	458	73	536
Middle ditto ... ..	5	280	112	397
Middle Vernacular ... ..	.....	358	661	1,049
Primary ditto ... ..	1	532	2,404	3,027
Girls' schools . ... ..	.....	44	40	93
Normal school ... ..	.....	87	32	69
Total ... ..	11	1,759	3,421	5,171

*Rajshahi Division.—Rajshahi District.**Caste and Creed.*

	HINDUS.										MUHAM- MADANS.			ABORIGINES.							Grand Total.			
	Bramah.	Khetries.	Baidyas.	Kaithas.	Nebosaks.	Kolbarthas.	Sonabenias.	Others.	Doms, &c.	Total.	Shias.	Sunnis.	Total.	Christians.	Buddhists.	Kols.	Gonds.	Southals.	Nagas.	Kacharis.		Others.	Total.	
Higher English (Government) ...	120	1	21	47	11	5	3	...	...	208	...	10	10	...	...	...	...	...	...	...	...	...	...	218
Aided ditto ..	150	1	27	42	32	13	30	12	1	298	...	20	20	...	...	...	...	...	...	...	...	...	...	318
Middle English ...	135	4	14	53	70	23	4	31	1	340	5	51	56	1	...	...	...	...	...	...	...	...	...	397
Middle Vernacular	199	2	14	100	135	57	7	30	18	563	...	487	487	...	...	...	...	...	...	...	...	...	...	1,049
Primary ...	186	8	5	199	358	135	26	500	61	1,538	43	1,446	1,489	...	...	...	...	...	...	...	...	...	...	3,027
Girls' ...	11	2	7	26	15	5	1	21	4	92	...	1	1	...	...	...	...	...	...	...	...	...	...	93
Normal ...	14	...	1	4	4	5	1	7	...	36	...	33	33	...	...	...	...	...	...	...	...	...	...	69
Total ...	815	18	99	471	823	248	62	861	85	3,074	48	2,048	2,096	1	...	...	...	...	...	...	...	...	...	5,171

The caste and creed of the teachers employed in those schools are shown in the next table :—

Number of Teachers.	Hindus.	Muhammadans.
238	182	56

The qualifications of the teachers, as shown by the certificates they hold, are tabulated below :—

Number of teachers.	M. A.	B. A. or senior scholarship certificate.	First Arts.	Entrance or junior scholarship certificate.	Teachership certificate, &c.	Certificates from the Inspectors of Schools.	Normal school certificate.	Training school certificate.	Minor or vernacular certificate.	Without certificate.
238	1	.....	4	17	3	1	28	116	21	47

*Reports of Inspectors of Schools.*

The friends of education in the Rajshahi district are named below :—

1. Raja Pramath Nath Roy Bahadur of Dighapatia.
2. Kumar Chandra Nath Roy of Nator.
3. Kumar Pares Naran Roy of Putia.
4. Ram Sarat Sunduri of Patia.
5. J. Ward, Esq., Joint-Magistrate, Rajshahi, Baboo Kisori Mohon Choudhuri, Kasimpur.
6. Baboo Haro Nath Roy Choudhuri of Dubulkati, Raja Krishnendna Roy of Bolihar, Baboo Bhubonesvar Sinha, Deputy Magistrate, Nator, and Baboo Sambhoonath Chowdhuri of Parsodanga.

The charities of Rani Sarat Sundari of Putia are remarkable. They are not confined to her own district. She supports schools entirely, and I am not aware that any application for aid to schools in other districts was refused by her during the past year. I have myself conveyed her charitable offerings almost every week of the year to some school situated in other districts than Rajshahi.

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*Rajshahi Division.—Rungpore District.*

*From the Report of C. A. Martin, Esq., LL.B., Officiating Inspector of Schools, North-East Division.*

*Rungpore Zilla Schools.*—With this school and the other zilla schools which follow, I shall begin by showing in a table for each school the number of pupils and the income from fees and fines this year as compared with the previous one:—

Number of Pupils.		Fees and Fines.	
1870-71.	1871-72.	1870-71.	1871-72.
		Rs. A. P.	Rs. A. P.
184	172	1,539 5 0	1,783 7 6

Of the 172 pupils, 46 are Musalmans, the rest Hindus.

The falling off in the number of pupils is ascribed to the great increase of English and Vernacular schools in the district.

The school is at present held in a mat house little better than a shed. It is doubted if this house will stand another year.

The failure of the school at the entrance examination is ascribed to the illness of the head master, who out of ten working months was away on leave for five months and a half, and the second master is not competent to teach English up to the entrance standard.

The head master is very well reported of by the Local Committee. The Secretary, Dr. Ghose, Civil Surgeon of the station, takes great interest in the welfare of the school.

*Rungpore Training School.*—On the 31st March 1872 there were 54 stipendary students, against 77 on the same day in 1871. Of these 54, 33 were Hindus and 21 Musalmans. The decrease in numbers this year is accounted for by the fact that no nominees were sent up from Jalpaiguri, and but few from Bogra.

In May 1871 the pass examination of the students of the training school was held, and, out of 56 candidates 52 passed. This result appears very satisfactory.

In the model pathsala attached to the training school there were 64 boys on the rolls, against 67 last year. At the last examination for entrance into the training school, a lad from this pathsala headed the list: and at the last vernacular scholarship examination another lad passed in the 2nd division, this being the first instance of a pathsala lad passing this examination from the Bengal portion of this division.

The head master is inclined to object to the early closing of these schools on Saturdays, remarking that the students "betake themselves to mischievous acts and injurious pleasures, such as climbing fruit trees and swimming in ponds under the sun." However, to keep the lads

*Reports of Inspectors of Schools.*

within bounds during the half holiday, he resorts to the following expedient. He holds "a meeting in the school premises, where moral songs are sung and literary essays read and discussed." I am myself inclined to doubt the injurious nature of the pastimes alluded to unless they climb the trees to steal the fruit.

*Higher Class School under Native Manager.*

**OLIPUR SCHOOL.**—The expenses of this school have been undertaken by the Maharani Sarnamayi. The number on the rolls was 57, against 45 last year. Of these 57, but 5 were Musalmans, the rest being Hindus.

The Deputy Inspector writes:—"One can hardly visit this school without being struck by the fact how a desire of pushing up boys too rapidly spoils a school." With his advice no boys appeared at the entrance examination, as they would have been certain to fail. It is expected, however, that it will be able to make a show at the next.

*Deputy Inspectors of Schools employed in the district of Rungpore during 1871-72.*

Date of appointment.	Name.	Station to which attached.	Salary per mensem.	Number of schools under inspection.	Number of visits to schools during the year.
			Rs.		
February 1866 ...	Babu Hari Hur Das ...	North Rungpore	75	58	236
6th August 1867	" Hari Mohun Sen ...	South " ...	75	75	143
January 1869 ...	" Gunga Nuth Roy , ...	Bhobanigunge ...	75	68	261
9th July 1867 ...	" Mahim Chunder Chatterji.	Kakina ...	75	50	240

*Rajshahi Division.—Rungpore District.**Return of Schools in the District of Rungpore (Rajshahi Commissionership).*

	CLASB OF SCHOOLS	Number of schools.	Number of masters.	Amount of fees and fines realized.	Amount of Government grant.	Amount of local subscriptions and endowments.	Total cost.	Number of scholars in 31st March 1872.	Average daily attend-ance.	REMARKS.
Higher schools	Government ...	1	9	1,783 7 6	2,616 0 0	910 11 6	Rs. A. P. 5,310 3 0	172	114	
	Aided ...	...	...	...	...	...	...	...	...	
	Total ...	1	9	1,783 7 6	2,616 0 0	910 11 6	5,310 3 0	172	114	
	Unaided ...	1	4	83 9 6	...	2,398 0 0	2,481 9 6	57	37	
Middle schools	Total ...	2	13	1,867 1 0	2,616 0 0	3,308 11 6	7,791 12 6	229	151	
	Government ...	6	6	137 2 6	1,440 0 0	0 4 8	1,597 6 6	164	113	
	Aided ...	39	65	1,334 1 6	7,783 12 0	10,908 12 4	19,370 9 10	1,197	781	
	Total ...	45	71	1,541 4 0	9,223 12 0	10,908 0 4	20,998 0 4	1,351	844	
Primary schools	Unaided ...	5	8	276 10 3	...	1,063 10 0	1,339 4 3	169	123	
	Total ...	50	79	1,816 14 3	9,223 12 0	11,286 10 4	22,327 4 7	1,520	965	
	Government ...	1	1	47 0 0	...	...	47 0 0	64	45	
	Aided ...	196	197	1,346 14 9	9,354 14 6	2,190 6 6	12,894 3 9	3,163	2,399	• Shown with Govern-ment Normal Schools + Beally 171; 24 teach night pathshalas.
Primary schools	Unaided ...	197	197	1,385 14 9	9,354 14 6	2,190 6 6	12,941 3 9	3,227	2,445	
	Total ...	203	203	1,432 14 9	9,354 14 6	2,200 6 6	13,023 3 9	3,350	2,533	



## APPENDIX A.

## Reports of Inspectors of Schools.

CLASS OF SCHOOLS.	Number of schools.	Number of masters.	Amount of fees and fines realized.	Amount of Government grant.	Amount of local subscriptions and endowments.	Total cost.	Number of scholars on list March 1872.	Average daily attendance.	REMARKS.
Normal schools	Government ...	1	11 5 6	5,731 12 9	Rs. A. P.	Rs. A. P.	54	50	
	Aided ...	.....	.....	.....	.....	5,743 2 3	.....	.....	
	Total ...	2	11 5 6	5,731 12 9	.....	5,743 2 3	54	50	
	Government ...	1	11 5 6	5,731 12 9	.....	5,743 2 3	54	50	
	Aided ...	7	9 7 6	830 0 0	829 8 6	1,669 0 9	64	433	There should be 8, but school is closed for want of a teacher.
Girls' schools	Government ...	7	9 7 6	830 0 0	829 8 6	1,669 0 0	64	43†	No return for one school.
	Aided ...	1	.....	.....	50 0 0	50 0 0	10	No return	
	Total ...	8	9 7 6	830 0 0	879 8 6	1,719 0 0	74	43	
	Government ...	9	1,998 15 6	9,787 12 9	910 15 6	13,697 11 9	454	323	
	Aided ...	242	2,742 7 9	17,968 10 6	13,222 11 4	33,533 13 7	4,414	3,173	
Grand total	Government ...	251	4,741 7 3	27,756 7 3	14,133 10 10	46,631 9 4	4,868	3,496	
	Aided ...	12	433 3 9	.....	3,541 10 0	3,974 13 9	539	246	
	Total ...	263	5,174 11 0	27,756 7 3	17,675 4 10	50,606 7 1	5,227	3,742	

*Rajshahi Division.—Bogra District.*

## BOGRA DISTRICT.

*Bogra Zilla School.*

Number of Pupils.		Fees and Fines.	
1870-71.	1871-72.	1870-71.	1871-72.
124	114	Rs. A. P. 1,424 13 3	Rs. A. P. 1,284 0 0

Of the 114 boys, 101 are Hindus and 13 Musalmans.

No regular report from the Secretary has been received.

*Deputy Inspectors of Schools employed in the District of Bogra during  
1871-72.*

Date of appointment.	Name.	Station to which attached.	Salary per mensem.	Number of schools under inspection.	Number of visits to schools during the year.
March 1869	Babu Mohes Chunder Chuckerbutty	Bogra	Rs. A. P. 75 0 0	46	210

## Reports of Inspectors of Schools.

## Return of Schools in the District of Bogra (Rajshahi Commissionership).

CLASS OF SCHOOLS.	Number of schools.	Number of masters.	Amount of fees and fines realized.	Amount of Government grant.	Amount of local subscriptions and endowments.	Total cost.	Number of schools on 31st March 1872.	Average daily attendance.	REMARKS.
Higher schools	Government ...	1	Ra. A. P. 1,264 0 0	Ra. A. P. 2,492 9 7	Ra. A. P. .....	Ra. A. P. 3,756 9 7	114	76	
	Aided ...	.....	.....	.....	.....	.....	.....	.....	
	Total	1	1,264 0 0	2,492 9 7	.....	3,756 9 7	114	76	
	Unaided ...	.....	.....	.....	.....	.....	.....	.....	
Middle schools	Government ...	1	Ra. A. P. 1,264 0 0	Ra. A. P. 2,492 9 7	Ra. A. P. .....	Ra. A. P. 3,756 9 7	114	76	
	Aided ...	.....	.....	.....	.....	.....	.....	.....	
	Total	1	1,264 0 0	2,492 9 7	.....	3,756 9 7	114	76	
	Unaided ...	.....	.....	.....	.....	.....	.....	.....	
Primary schools	Government ...	8	1,196 15 0	1,377 3 6	.....	2,574 2 6	473	304	
	Aided ...	13	722 7 3	2,656 12 0	3,251 2 4	6,630 5 7	600	403	
	Total	25	1,919 6 3	4,033 15 6	3,251 2 4	9,207 8 1	1,073	707	
	Unaided ...	7	198 15 3	.....	813 6 9	1,012 6 1	287	228	
Primary schools	Government ...	33	2,118 5 6	4,033 15 6	4,064 9 1	10,216 14 1	1,359	935	
	Aided ...	.....	.....	.....	.....	.....	.....	.....	
	Pathshalas	10	108 6 3	180 0 0	196 11 0	485 1 3	233	159	
	Total	10	180 6 3	180 0 0	196 11 0	485 1 3	233	159	
Primary schools	Unaided ...	3	52 0 0	.....	178 0 0	230 0 0	97	71	
	Government ...	13	160 6 3	180 0 0	374 11 0	715 1 3	330	230	
	Aided ...	.....	.....	.....	.....	.....	.....	.....	
	Total	13	160 6 3	180 0 0	374 11 0	715 1 3	330	230	

[illegible]

*Reports of Inspectors of Schools.*

*From the Report of Babu Bhudeb Mookerjee, Inspector of Schools,  
North Central Division.*

## PUBNA.

My report under this head will comprise the whole of the Pubna district with the exception of the Serajganj sub-division, which is under the Inspector of the North-East Division, and will be reported on by that officer.

Pubna, as I remarked in 1869-70, is pre-eminently a district of trades-people. Its Hindu inhabitants consist in a greater measure than elsewhere of the trading classes, and the district has but two great land-holding families,—one Hindu, the other Muhammadan. The great bulk of the schools of this district are of the middle class, and are attended by the children of those who would supplement their primary education by some higher instruction either in the vernacular or in English. The great bulk of the agricultural population, consisting of Muhammadans, remains as yet almost untouched. Not until the pathsala scheme can be introduced into this district may we expect to make even as much advance as we have made in Rajshahi in bringing Musulman boys to school.

The statistics of the higher class schools of the Pubna district (exclusive of Serajganj) are given below:—

(1) *Higher English Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total outlay.	NUMBER OF PUPILS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the last examination.
						Hindus.	Muhammadans.	Others.	Total.		
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.						
Government ...	1	2,196 13 0	2,615 3 4	.....	4,812 0 4	137	9	2	148	108	1
Aided ...	...	.....	.....	.....	.....	...	..	...	...	...	...
Unaided ...	...	.....	.....	.....	.....	...	...	...	...	...	...
Total ...	1	2,196 13 0	2,615 3 4	.....	4,812 0 4	137	9	2	148	108	1

On the Government higher class school in the district the Secretary to the local committee of public instruction reports as follows:—

“At the close of the year under report the school rolls contained the names of 148 pupils, against 167 at the end of the preceding year

*Rajshahi Division.—Pubna District.*

The decrease is attributable to the abolition of the Subordinate Judge's Court of this station, and the consequent removal of some pleaders and mukhtars. The Muhammadans are still apathetic to the advantages of English education, and although a Moulvi has been attached to the school for about five years, the number of Muhammadan lads now in the school is only nine, or one more than the number previous to the appointment of the Moulvi. Of those nine, only five are under the Moulvi's tuition, the remaining four having taken Bengali as their second language. A proposal is before the committee to offer greater incentive to the Muhammadans of the district, and to utilise the services of the Moulvi. 101 students are native of the district, of whom 34, or less than  $\frac{1}{3}$  of the whole number, belong to the town. The school is almost exclusively recruited from the middle classes, there being none from the higher classes, and only seven from the lower classes.

"During the year under review the educated natives of the station established a meeting, which is held once a week in the Government school-house, to discuss subjects of a purely scientific, literary, and social character. The meeting is attended by the masters and senior students of the school." Mr. Barrow, c.s., Assistant Magistrate and a member of the local committee of public instruction, who is a sincere friend of education, is the president. It is under the same gentleman that the gymnasium came into being and was going on when I visited the school on the 3rd December last.

The statistics of the middle class English schools of Pubna are given below:—

*(2) Middle English Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total outlay.	NUMBER OF PUPILS AT THE END OF THE YEAR.				Average daily attendance.	Number of pupils passed at the last examination.
						Hindus.	Muhammadans.	Others.	Total.		
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.						
Government ...	...	.....	.....	.....	.....	...	...	...	...	...	...
Aided ...	8	848 12 0	1,718 12 6	2,237 10 0	4,903 13 8	296	30	...	326	208	17
Unaided ...	1	15 0 0	.....	30 0 0	65 0 0	...	...	...	64	41	...
Total ...	9	863 12 0	1,718 12 6	2,267 10 0	5,031 13 8	...	...	...	390	249	17

My impression regarding these schools is that on the whole they are going on well.

*Reports of Inspectors of Schools.*

The statistics of the middle class vernacular schools are given in the next table.

*(3) Middle Vernacular Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total expenditure.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the last examination.
						Hindus.	Muhammadians.	Others.	Total.		
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.						
Government ...	2	153 5 0	313 13 0	.....	465 10 0	92	6	...	98	52	5
Aided ...	19	1,134 4 0	2,953 7 3	3,700 6 0	8,185 9 6	768	118	2	888	506	41
Unaided ...	1	25 6 0	.....	204 10 0	228 0 0	20	6	...	26	16	...
Total ...	22	1,310 15 0	3,267 4 3	3,905 0 0	8,881 3 6	880	130	2	1,012	663	46

I cannot say that I was much satisfied with the pandits of these schools, most of whom had taken leave in order to appear at the pleadership or muktearship examinations. However desirable it may be that men of some education like our pandits should enter the profession of pleaders and muktears, and carry into those professions the rectitude and truthfulness which they cultivate as teachers, it is nevertheless painful to find that we are so circumstanced that our pandits must change their profession in order to better themselves. The prospects to them of promotion in the department are nearly as nothing.

The statistics of the primary schools are subjoined :—

*(4) Primary Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.
						Hindus.	Muhammadians.	Others.	Total.	
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.					
Government ...	...	.....	.....	.....	.....	...	...	...	...	...
Aided ...	13	274 10 9	642 5 0	340 9 3	1,292 14 9	280	155	...	435	233
Unaided ...	28	109 0 0	.....	.....	109 0 0	...	...	...	533	...
Total ...	41	383 10 9	642 5 0	340 9 3	1,401 14 9	...	...	...	968	..

*Rajshahi Division.—Pubna District.*

I could wish to be permitted to work the pathsala scheme in the district of Pubna with a view to increase its primary schools.

The statistics of the girls' schools of the Pubna district are given in the next table :—

(5) *Girls' Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total outlay.	NUMBER OF THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.
						Hindus.	Muhammadians.	Others.	Total.	
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.					
Government ... ..	...	.....	.....	.....	.....	...	...	...	...	...
Aided ... ..	2*	22 4 0	340 0 0	477 3 0	854 7 0	54	3	1	85	37
Unaided ... ..	...	.....	.....	.....	.....	...	...	...	...	...
Total ... ..	2	22 4 0	340 0 0	477 3 0	854 7 0	54	3	1	85	37

\* Inclusive of one girl's class attached to a pathsala.

The Deputy Inspector writes as follows on these schools :—

"I have watched the progress of female education in this district and elsewhere for several years with the interest which is due to its importance, and my experience tells me that in this country it will not take firm root until the soil is enriched with European civilization. The cold blasts of oriental prejudice must be succeeded by the healthy breeze of occidental enlightenment before this exotic plant is naturalised in the nursery of our aided schools. The people seem to think that a woman is better for her ignorance of history and poetry; for according to them modesty and the other virtues, which are her chief adornments, do not grow together in the female mind with a knowledge of these subjects. Even educated men sometimes share in this fantastic opinion, though this weakness in them is not always candidly admitted. In Pubna a few female schools might be opened if some artificial stimulus is given in the shape of small stipends for reasonable progress and good attendance."

There is one normal school at Pubna for teaching pandits for the middle class schools. This school may be said to be in a very flourishing condition. Its number of pupils is large, and at the competitive examinations to which it is called yearly it generally makes a very respectable figure. But after giving its ex-pupils trial for two years in many of the aided schools, I find that with but a few exceptions



*Reports of Inspectors of Schools.*

the Pubna pupils do not form as good teachers as the pupils of the Hooghly Normal School. Many of the Pubna pupils I found to be men of that pushing character which is but ill-suited to the quiet profession of the school-master.

The statistics of the Normal School at Pubna are shown in the next table:—

*(6) Normal Schools.*

	Number of schools.	Amount of fees realized.	Government grant.	Subscriptions, &c.	Total outlay.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				Average daily attendance.	Number passed at the last examination.
						Hindus.	Muhammadans.	Others.	Total.		
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.						
Government ...	1	.....	2,879 4 0	.....	2,879 4 0	87	...	...	87	44	...
Aided ...	...	.....	.....	.....	.....	...	...	...	...	...	...
Unaided ...	...	.....	.....	.....	.....	...	...	...	...	...	...
Total ...	1	.....	2,879 4 0	.....	2,879 4 0	87	...	...	87	44	...

The social position of the pupils of the different regularly inspected schools in Pubna is shown in the next table:—

*Social Position.*

NATURE OF SCHOOLS.					Upper.	Middle.	Lower.	Total
Higher English	...	...	...	.....	.....	141	7	148
Middle „	...	...	...	.....	4	212	110	326
Middle Vernacular	...	...	...	.....	1	393	597	993
Primary „	...	...	...	.....	.....	136	299	435
Girls' schools	...	...	...	.....	3	39	16	58
Normal „	...	...	...	.....	.....	80	7	87
Total					8	1,006	1,026	2,040

*Rajshahi Division.—Pabna District.*

The subjoined table shows the caste and creed of these pupils:—

*Caste and Creed.*

	HINDUS.										MAHOMEDANS.			ABORIGINES.											Grand Total.
	Bramans.	Khetries.	Bodays.	Kaisthos.	Nobaks.	Kolbartho.	Sonbarbanas.	Others.	Doms, &c.	Total.	Sias.	Sunnis.	Total.	Christians.	Budhists.	Kols.	Gonds.	Southals.	Nagas.	Kacharies.	Others.	Total.			
Higher English...	70	...	2	33	24	...	...	8	...	137	...	9	9	2	...	...	...	...	...	...	...	...	...	148	
Middle „ ...	138	1	1	56	76	15	2	3	4	296	9	21	30	...	...	...	...	...	...	...	...	...	...	326	
Middle Vernacular	222	...	1	217	294	56	3	39	7	839	19	104	123	2	...	...	...	...	...	...	22	22	986		
Primary „ ...	65	...	3	67	63	22	5	54	1	280	22	133	155	...	...	...	...	...	...	...	...	...	435		
Girls' schools ...	21	...	...	2	20	4	2	5	...	54	...	3	3	1	...	...	...	...	...	...	...	...	58		
Normal „ ...	30	...	1	37	12	1	...	5	1	87	...	...	...	...	...	...	...	...	...	...	...	...	87		
Total	546	7	8	412	489	98	12	114	13	1,693	50	270	323	5	...	...	...	...	...	...	22	22	2,040		

The next table shows the caste and creed of the teachers:—

Number of teachers employed.	Hindus.	Muhammadians.
102	97	5

In the table subjoined is given the qualifications of the teachers:—

Number of teachers.	M. A.	B. A. or senior scholars.	First Arts.	Entrance or junior scholarship.	Teachership certificate.	Certificate from the Inspectors of schools.	Normal school certificate.	Training school certificate.	Minor or vernacular scholarship certificate.	Without certificate.
102*	.....	.....	1	6	2	5	22	12	15	39

\* Including teachers in Faridpur and Nadia.

*Reports of Inspectors of Schools.*

*From the Report of C. A. Martin, Esq., LL.B., Officiating Inspector of Schools, North-East Division.*

*Serajganj School.*—This school has been steadily improving from year to year. The number on the rolls was 216 (of whom 27 are Musulmans), against 191 last year : fees and fines Rs. 1,061-12-6, against Rs. 978-7-6. "This," the Secretary writes, "is evidently the result of the interest the head-master, Baboo Sri Nath Gupta, takes in his work. The library contains 183 volumes, of which 20 have been added during the past year." In table No. IV we see that at the entrance examination one out of three candidates was passed by the school.

*Deputy Inspectors of Schools employed in the District of Pubna during 1871-72.*

Date of appointment.	Name.	Station to which attached.	Salary per mensem.	Number of schools under inspection.	Number of visits to schools during the year.
18th November...	Babu Sarat Chunder Dass...	Serajganje ...	Rs A. P. 150 0 0	34	178

## COOCH BEHAR DIVISION.

*From the Report of C. A. Martin, Esq., LL.B., Officiating Inspector of Schools, North-East Division, and G. Bellett, Esq., M.A., Inspector of Schools.*

In reply to your memorandum No. 2789, dated Fort William, July 31st 1872, I have the honor to submit the annual report for the North-East Division for the year ending 31st March 1872.

The following few pages were left by Mr. Bellett with me and in them he reports,—(a) upon the changes which have taken place during the year; (b) upon the Deputy Inspectors and their work done; (c) upon girls' schools; and (d) upon the great want felt in this division owing to there being no normal school.

*Mr. Bellett's Report.*

I have the honor to submit my annual report for the year ending 31st March 1872.

The following changes have taken place in this division during the course of the year. Babu Kasikanta Mukhopadhyay, Joint Inspector of Schools, was on the 6th September 1871 permitted to accept the appointment of Superintendent of Education in Cooch Behar. His place was not filled up: and the division is now as was the case previous to May 1869, under my unassisted charge. The Babu however does not appear to be satisfied with his present position in Cooch Behar, and, I believe, proposes to apply for permission to return to his previous appointment. Babu Hari Mohan Sen, Deputy Inspector of South Rangpur, was absent on special leave from 10th November 1871 to 9th March 1872. During his absence his duties were undertaken by the Deputy Inspector of North Rangpur in addition to his own. The reason for which Babu Hari Mohan Sen took this leave was that he might be enabled to attend the special classes in engineering which were some months ago instituted by His Honor the Lieutenant-Governor for candidates for appointments in the Subordinate Executive Service. In the examination which followed I am glad to say, Babu Hari Mohan Sen passed most creditably, I presume therefore that he will before long receive an appointment in the service for which he has now qualified himself. If such be the case, though I am for his own sake very glad, and though I am sure that in his new capacity he will prove a most willing and intelligent servant of Government, I cannot the less regret the great loss which the Education Department in this division will sustain by his removal. Babu Hari Mohan Lahiri was absent on leave for three months from 5th June 1871 to 4th September 1871. Babu Ram Chandra Bhaumik officiated in his place. I was somewhat disappointed with the latter officer. He did not display the tact for which I gave him credit. It was however his first appointment in such a position and I have but little doubt that the experience he has gained will render him more judicious when again in such a post.

*Reports of Inspectors of Schools.*

With regard to the work done by the Deputy Inspectors, I have to report very much as I did last year. I have above expressed my opinion of my best Deputy Inspector Babu Hari Mohan Sen. The Deputy Inspector of Lower Assam has shown more energy during the past year: but he is too fond of mixing himself up with local politics and thereby he weakens any influence he may possess. I am sorry I cannot say much in favor of the Deputy Inspector of Dinajpur. I have had to notice two or three cases of neglect of duty on his part in the course of the year. The Deputy Inspector of Kakina is no longer so attached a friend of the zemindar. There has, I understand been some misunderstanding between them; and, whereas the Deputy Inspector's report last year was little more than adulation of the zemindar, in this year's report his name is hardly mentioned.

With regard to girls' schools I am still unconvinced of their value as they at present exist. I have at least two very good schools in my division; if goodness is to be reckoned according to the height of the standard adopted in the school and the proficiency of the girls in their knowledge of that standard, but I hold that even in those schools, our attempt at female education is a failure.

It is not that I should not be very willing to encourage by all means in my power native female education.\* If education as applied to native females meant what the word really means, we, by encouraging it, should be doing an amount of good in the way of civilization which would hardly be calculable. But the fact is that girls' schools do *not* educate. You teach some 2 or 3 or perhaps 4 girls out of 20 to read and write: nay you may go as far as the *pons asinorum*. I have in my division one school where the girls have actually scaled that difficulty. But what is the result? No real knowledge, no real enlightenment. At 11, 12 or 13 years old they are taken away from school to be married; and I have it on very good native authority that it does not as a rule, take them much longer than one year to forget even the alphabet.

**NORMAL SCHOOL.**—I confess that I am weary of writing year after year on this subject. The necessity of a normal school for this division must be so completely obvious to any one who has the least knowledge of its requirements, that the reiteration of the sentence "a normal school is required" is nothing but repeating a truism over and over again. I however once more state most emphatically that until provision is made for such a school, vernacular education, above that afforded by the pathshalas cannot be in the North-East Division otherwise than a failure. More favored divisions, divisions where education is much further advanced, and where the inhabitants are both more enlightened and wealthier than they are here, have normal schools, supported at a large cost to Government. Here where the population is backward in civilization and poor in means, no assistance is rendered to education in this form. I can only repeat what has been said by my predecessors, and will have to be said till this remedy is provided,

*Cooch Behar Division.*

*viz.*, that vernacular education in this division has but little, if any, chance of steady and permanent progress.

[*End of Mr. Bellett's Report.*]

The above is all that I received from Mr. Bellett.

On the forenoon of June 28th he delivered over charge of this office to me. As I have had little experience of the division I think the best thing I can do is to select, from the reports of the Deputy Inspectors of Schools, and of Secretaries of Local Committees, such passages as appear to me deserving of notice, making remarks here and there if anything strikes me as worthy of comment.

*Government English School of the Middle Class.—Darjiling Zilla School.*

Number of Pupils.		Fees and Fines.	
1870-71.	1871-72.	1870-71.	1871-72.
36	38	Rs. As. P. 118 14 0	Rs. As. P. 173 8 0

Of the 38 pupils 11 are Hindus 13 Musalmans 11 Nepalese 2 Bhutias and 1 Lepcha.

It is reported that the three latter classes have not got on very well. The Deputy Commissioner is of opinion that the school would suit the requirements of the place better, if it were changed into an industrial school. Already steps have been taken by Government to follow out the suggestion of Major Morton, and from the 1st August the change was to take effect.

*Higher Class English School for Boys under Christian Bodies.*

ST. PAUL'S SCHOOL, DARJILING.—No report of the school has been received this year from the head-master. From the statistical returns I observe that the number on the rolls is 38, the same as last year. The total cost incurred was Rs. 8,631 while the receipts were Rs. 8,456, of which Rs. 2,380 come from imperial funds, and the balance from fees and fines. The 38 lads in this school are Christians.

The Rev. W. Macfarlane writes of the Darjiling Mission Schools:—

"At the close of the past year there were 506 boys on the rolls; while at the end of the previous year there were 436. On the 31st March 1871 there were 182 pupils studying Bengali, while on 31st March 1872, the number had increased to 278. The number studying Hindi has remained nearly stationary being 228 in 1872 against 221 in 1871. The number of pupils studying Lepcha has diminished from 33 to 23.

"There is great difficulty in securing good teachers for the Terai schools. Those who come from the training school of Dinajpur get ill with fever and soon leave.

*Reports of Inspectors of Schools.*

"In the hills, there are three schools for the children of the coolies on the tea-plantations. These schools are as well attended as any others during the cold season; but during the tea-plucking season they are nearly empty.

"After the normal school is at work for another year, I think we shall have little difficulty in keeping the hill schools supplied with suitable teachers."

*The Deputy Inspectors of Schools employed in the districts of the Cooch Behar Division during 1871-72.*

Date of appointment.	NAME.	Station to which attached.	Salary per mensem.	No. of Schools under inspection.	No. of visits to Schools during the year.	REMARKS.
			Rs. As. P.			
16th July 1868.	Babu Biswar Sen ...	Julpigooree ...	75 0 0	55	253	
Nov. 1865	Mr. J. Thomas ...	Darjiling ...	50 0 0	Not known.		Darjiling Deputy Inspectorship has been abolished.

## Cooch Behar Division.

## Return of Schools in the district of Darjiling (Cooch Behar Commissionership.)

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Amount of Fees and Fines re- alized.	Amount of Government Grant.	Amount of Local Subscrip- tions and Endowments.	Total Cost.	No. of Scholars on 31st March 1872.	Average daily atten- dances.	REMARKS.
Higher Schools									
Government ...	1	4	6,076 0 0	2,380 0 0		8,456 0 0	38	35	
Aided ...									
Unaided ...									
Total ...	1	4	6,076 0 0	2,380 0 0		8,456 0 0	38	35	
Middle Schools									
Government ...	1	3	173 8 0	1,675 8 0		1,849 0 0	38	28	
Aided ...	1	2	No return	70 0 0		70 0 0	No return	No return	
Unaided ...									
Total ...	2	5	173 8 0	1,745 8 0		1,919 0 0	38	28	
Primary Schools									
Government ...	32	32	31 0 0	1,330 0 0	2,253 13 3	3,614 13 3	533	373	
Aided ...									
Pathshala ...									
Unaided ...									
Total ...	32	32	31 0 0	1,330 0 0	2,253 13 3	3,614 13 3	533	373	
Normal Schools									
Government ...		No Re- turn, at least 2							
Aided ...	2			270 0 0	1,915 2 1	2,185 2 1	30	32	
Unaided ...									
Total ...	2	2		270 0 0	1,915 2 1	2,185 2 1	30	32	
Girls' Schools									
Government ...									
Aided ...									
Unaided ...									
Total ...									
Total of Government Aided Schools	1	3	173 8 0	1,675 8 0		1,849 0 0	38	28	
" Unaided "	36	40	6,107 0 0	4,050 0 0	4,168 15 4	14,325 15 4	591	439	
Total ...	37	43	6,280 8 0	5,725 8 0	4,168 15 4	16,174 15 4	629	467	
GRAND TOTAL	37	43	6,280 8 0	5,725 8 0	4,168 15 4	16,174 15 4	629	467	



## Reports of Inspectors of Schools.

## Return of Schools in the district of Julpigoree (Cooch Behar Commissionership.)

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Amount of Fees & Fines realized.	Amount of Government Grant.	Amount of Local Subscriptions and Endowments.	Total Cost.	No. of Pupils on the 31st March 1872.	Average daily attendance.	REMARKS.
Higher Schools { Government ... Aided ... Unaided ... Total	...	...	Rs. As. P. ..... ..... .....	Rs. As. P. ..... ..... .....	Rs. As. P. ..... ..... .....	Rs. As. P. ..... ..... .....	..... ..... ..... .....	..... ..... ..... .....	
Middle Schools { Government ... Aided ... Unaided ... Total	1 11 ...	1 23 ...	99 2 6 640 3 6 .....	106 13 6 2,312 4 0 .....	..... 2,545 1 0 .....	206 0 0 5,496 7 6 .....	61 401 .....	39 288 .....	
Primary Schools { Government ... Aided ... Unaided ... Total	...	...	739 5 0 ..... .....	2,419 1 6 ..... .....	2,544 1 0 ..... .....	5,702 7 6 ..... .....	463 ..... .....	327 ..... .....	
Normal Schools { Government ... Aided ... Unaided ... Total	19 ...	19 ...	81 0 0 ..... .....	1,020 0 0 ..... .....	302 0 0 ..... .....	1,403 0 0 ..... .....	213 ..... .....	194 ..... .....	
Girls' Schools { Government ... Aided ... Unaided ... Total	4 ...	4 ...	25 8 0 ..... .....	305 0 0 ..... .....	144 0 0 ..... .....	473 8 0 ..... .....	61 ..... .....	50 ..... .....	
Total { Government ... Aided ... Unaided ... Total	1 34 ...	1 45 ...	99 2 6 746 10 6 .....	106 13 6 3,637 4 0 .....	..... 2,990 1 0 .....	206 0 0 7,373 15 6 .....	61 675 .....	39 472 .....	
Grand Total	35	46	845 13 0	3,744 1 6	2,990 1 0	7,579 15 6	736	511	

[End of the Report on Cooch Behar and Julpigoree.]

## EASTERN DISTRICTS—DACCA DIVISION.

*From the report of Mr. C. B. Clarke, M.A.*

The present report is drawn up in accordance with letter No. 1222 of 8th April 1872 of Government of Bengal.

The area is arranged for the purposes of schools' inspection as under:—

Administration District.					Deputy Inspectors of Schools.
COMMISSIONERSHIP OF DACCA.	Dacca	...	...	...	3
	Mymensingh	...	...	...	2
	Faridpur	...	...	...	1
	Barisal	...	...	...	1
	Sylhet	...	...	...	1
	Cachar	...	...	...	1
COMMISSIONERSHIP OF CHITTAGONG.	Comilla	...	...	...	1
	Nakhal	...	...	...	1
	Chittagong	...	...	...	1
	Chittagong Hills	...	...	...	1
COMMISSIONERSHIP OF ASSAM.	Shillong	...	...	...	1
Total					12

The boundaries of the districts of the Deputy Inspectors of Schools agree in all cases accurately with those of the zillas except that the late transfers of Thanas Pangsa and Mulfatganj have not yet been effectuated in the educational districts.

2. I do not think the distribution of the area can be materially improved. The transfer of Thana Mulfatgunj will make the Barisal District too large for one Deputy Inspector. Though there is only one Deputy Inspector of Schools for Barisal there are six in Jessore.

3. The present report comprises 1st—a report for each district. These district reports comprise tables shewing for the district the information required by Government letter No. 1222 aforesaid: the Collector's minute on education in the district: and my report on the state of education in the district. In these district reports I have thought it necessary, at the risk of tediousness, to remark upon and explain the Collector's minutes so far as they related to district matters: for I do not know with what other intent it was arranged that they should be sent to me. 2nd.—The tabular information for the districts collected into divisional reports for the convenience of the several Commissioners. 3rd.—The present general report which treats of questions applying to all parts of the country alike. Before entering on these I wish to make some explanations on the general tabular information given.

*Reports of Inspectors of Schools.*

4. All our classification is one not of education nor of scholars, but of schools: and each school is classified according to the standard attained by the highest class in it. 'The classes of a middle class school from the third downwards constitute a primary school: hence of the boys stated to be reading in middle class schools at least four-fifths are in the primary stage of education: and similarly of the money put down as expended on middle class schools a very large percentage is being spent on primary education. 'This is specially the case in this division where a large proportion of the middle class schools has attached pathshalas the pupils in which though classed as reading in middle class schools not only are in the very most elementary stage of education but will never pass to the higher stages. This explanation demolishes a large quantity of the Collector's minuting and will I hope save the Commissioners vain trouble. In my visits to 44 of the best middle class (Vikrampur) vernacular schools in August last: out of 2,041 boys examined 871 only could read and understand easy Bengali.

5. Another important point in the new classification is that circle schools are classed as "aided schools"—not as "Government schools," in accordance with the orders of the Director of Public Instruction.

6. Under the old departmental classification, there were separate headings for these schools. They are entirely under Government influence and in the accounts of such schools, next to nothing appears under the head "local subscription and endowments" while nearly the whole cost is shown to be (as it really is) Government expenditure.

The consequence is however that when in the new classification the items of expenditure are lumped together with those of aided schools the totals (which alone appear) have only a very general import: when 14 cows are added to 7 elephants the result is 21 quadrupeds. The sums given under the head of Government and local contribution towards "aided" schools shew the Government larger than the local, whereas under the grant-in-aid rules no aided school can receive more from Government than it raises locally and very few indeed receive so much.

6. The forms (2) of the Education Committee of 1865 were ordered to be filled up for each district: and so they have been as well as I can do it. But the forms so long ago devised do not suit our present circumstances and moreover appear to contain errors in the printing. I would only say that great caution should be exercised in drawing any conclusion whatever from the figures given in them.

7. I now proceed to report as directed by letter of Government No. 1222 paragraphs 6 and 7: but many of the points as regards the schools of each district are touched upon in the district reports, and some of the points I have taken the responsibility of omitting altogether: as for instance the instruction to give the "result of my own inspections." My own note-book of visits to 120 schools is

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voluminous: and the circumstances of each school and the matters enquired into at each are so very various that I have been utterly unable to draw up any abstract of it. I hope however that the more important results are indirectly involved in the different subjects treated of in this report.

8. During the year under report the position of the Deputy Inspectors has been different from what it has hitherto been: the people have sometimes said, "If the Deputy Inspector has no Government money to bestow, but only comes to find fault or report to take away our grant or to make increased requisitions we do not care so much about his visit." The progress of education in our reports depends on the Government money available: few schools appear in our tables unless they either receive Government money or hope to do so. The latter hoping class has come to great grief during the past year and the Deputy Inspectors nearly unanimously attribute the decrease (or small increase) of schools in their districts to the stoppage of grants-in-aid. This doubtless is true: but I am not at all sure that the non-extension of grant-in-aid for one year has been any injury to the cause of education. Formerly when a Deputy Inspector had an unlimited purse he was not willing to stop a grant however bad a school was, and in this way badly conducted indifferent schools dragged on year after year. But with a fixed sum for grant-in-aid, the Deputy Inspectors began to look about to see how it might be applied to most advantage: their only hope of showing more scholars was by transferring grants from poor schools to thriving pushing schools. Moreover, they thus brought great pressure to bear on the school managers: they told a rich school manager, "If you do not build a good house for your school and feed and lodge the pundit and get your school full of boys I will transfer your grant to such and such a village who undertake to do all this." In this way during the past year many old schools have been got on a sounder footing: in Barisal I found several cases where the managers had given their school a good new house for fear of the transfer of the grant.

9. But I must be excused for adding that if the non-extension of grant-in-aid has perhaps on the whole benefited us, the late order preventing transfers of grant-in-aid is doing us much harm. Under this order however unsatisfactory a school the Deputy Inspector would sooner let it go on than abolish it. Moreover we have new schools springing up, thoroughly deserving of Government assistance, and for many of these schools there is no form of Government assistance adapted except grant-in-aid: i.e. a school like Goalundo for instance cannot be given a circle pundit or a village school grant unless by an evasion of the meaning of the Government order establishing these classes of schools. If we have therefore no power of transfer such a school must remain without support: but with a power of transfer in such cases the Deputy Inspector would look round the district till he found the worst aided school he had and then get its grant transferred.

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10. The grant-in-aid schools therefore for the year slightly diminished in number while the number of boys in them have slightly increased. The circle schools which are in a similar position i.e. have a fixed sum allowed them, cannot increase in number but show a considerable increase in pupils. There were nine village schools added during the year.

11. It may be seen in the district reports throughout the division nearly circle schools or village schools can be spread to almost any extent that the Government can find money for.

I may take this opportunity of observing that I am rather nervous about the benefit which the cause of education may hope for from a local educational cess. I believe that the people have as little objection to being taxed for education as for any object whatever, but they do object. They particularly object to local taxation because local taxation is necessarily direct.

The Collector of Faridpur has remarked that the first condition of success for any schools for spreading education widely in this country is that they should be altogether free; i.e. State schools as in America. If such schools can be provided there is no doubt a very large extension of education would follow. But local taxes to pay for such schools would bring odium on the whole scheme. For the masses, it is far better that the Government should manage the schools than the zemindars. The people dislike the local tax and their dislike is very little diminished by being told they shall themselves have the privilege of spending the money.

Another difficulty in this country is that in collecting a small tax nearly as much oppression may be exercised as in collecting a large one: and it was on this ground that Sir William Grey founded his objections to the mere multiplication of taxes: he would have preferred raising the whole sum necessary by some more sweeping measure. Whatever money is to be raised by taxation for school purposes I would wish to see raised by an imperial tax: if that is impossible, at least by a Bengal tax. I have written elsewhere at length on the question of making each person pay for what they have which is one argument urged for local taxation. It is a principle that can never be carried out in Government matters except most imperfectly: if carried out extensively it simply deprives us of the main advantages of union under one political head. And lastly I doubt when it is not carried out at all whether any injustice is felt. The system at Mymensing zilla school of making the boys in all the classes pay an equal fee has always been a popular one and has worked uniformly well.

12. I next am required to state particularly how each officer conducts his inspections. For myself, I can only say generally that I proceed "according to circumstances:" i.e. according to the number of boys in the school, the time I have to give, the class of the school, the number of collateral matters, petitions, &c., which call for enquiry. Perhaps the most definite answer I can give is to state some particular facts.

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In a large zilla school I have never more than two days to spare to devote to examination. I generally examine the second and third classes in English, the first in mathematics. I sometimes pitch on one of the lower classes and examine it in history or geography or arithmetic. At the zilla schools I chiefly endeavour to find out whether the first two or three classes are up to the standard expected.

I went round the whole of the Vikrampur schools (except one) last autumn. Except one school (where night overtook me) I ascertained personally how many boys in each could read and understand easy Bengali. I generally examined the first class in three or four subjects in which I had the Deputy Inspector to assist me.

I never hear the boys go through a part of the day's lesson.

In testing boys reading Bengali I always set them a piece which they have not seen before. In testing them in English, I examine them in a piece they have got up (except the first class of a higher class school) and for a very good reason: the boys who are reading *Delectus* and *Cæsar* cannot be tested by putting them at *Tacitus*.

In the Khasi Hills my examination of the schools was exceedingly short: I tried them with writing in Khasi from dictation and in arithmetic.

13. All the Deputy Inspectors of this division have in response to His Honor's orders sent me a particular account as to how they conduct their inspections. At first I intended abstracting the whole of them into this report, but that would be a very long matter, and after reading all of them I find there is a uniformity about them which enables me to give a fair general picture of them.

None of the Deputy Inspectors hear the boys go through the day's lesson, as a test of the boys: but they sometimes make the teacher give the day's lessons, as a test of the teachers.

The Deputy Inspector has on every inspection to make a return of the number of boys who can read write and explain easy Bengali: to this rough extent they have to examine up to a standard invariably.

The Deputy Inspectors visiting their schools once a quarter and knowing them pretty well, keep notes of the work of the classes, and test the classes in their last quarter's work. This is done regularly in the smaller divisions but cannot be carried out in a big one like Vikrampur where the schools too are large.

The Deputy Inspectors sometimes take a class and teach themselves as a lesson to the pundits.

The Deputy Inspector has, as part of his regular work, on each visit, to go over the school accounts and ascertain up to what month the teachers are actually paid. He is also nearly invariably involved in business by the secretary or managers or teachers.

14. The higher class schools are universally tested as to standard by the University Entrance Examinations: and the middle class schools by the Minor and Vernacular Scholarship Examinations. In all these schools the examinations of the Inspector and Deputy Inspectors are

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not the test of the standard of the school : for the impression gained in a few hours could not be upheld against the results of a lengthy carefully-conducted competitive paper examination. At the same time it is satisfactory to find that the discrepancies between the more thorough and the more hasty examinations are very few. I am often surprised how few. The boys as well as the teachers look on the examination by the Inspecting Officer as an encouragement as they name it. In the primary schools however our inspections are our only test : but it takes not many minutes to find out how many boys in a primary school can read and understand easy Bengali. \* If they can read they are sure to be able to write. It remains to try them in arithmetic with and without slates, and probably the school has little further to shew the Inspector.

15. I would not be understood in these remarks as depreciating the value of inspection, particularly of the Inspector's inspection. As regards testing the boys the visit may not be worth much: but I find I never can correspond thoroughly satisfactorily with a school concerning the school business unless I know the place and the people personally: the school-house and something of the local politics. I shall return to the subject of inspection at another point of this report.

16. There are no jail or police schools in South-East Bengal so far as I know.

17. I have remarked in the Dacca district report on the only special law class in the division : I will here speak of the new surveying classes for zilla schools so far as they shadow themselves to me.

In the scheme which the University Syndicate (of which the members were Messrs. Woodrow, Blandford, Dr. Ewart, and myself) devised for introducing more science into the higher class schools, it was proposed to extend the mathematics for the University Entrance Examination and to introduce geometrical drawing. (A course of lectures on elementary physics by a travelling professor once a year as is adopted now largely in primary schools in England was also proposed.) The Syndicate felt it necessary to provide more time for the extension of these subjects, and supposing English of paramount importance, they suggested that the University should give up the second classical language for the First Arts Examinations. Practically in our zilla schools the boys have till lately been spending an hour a day of school-hours on Sanskrit for the last four years of the zilla school course : for though Sanskrit is not insisted on by the University at the Entrance Examination, it is imperative (or some thing worse *vid* Latin, &c.) at First Arts : and the standard required in Sanskrit at First Arts is so high that a boy cannot well obtain it in two years. Rather he can attain it but only by devoting during those two years an amount of time to Sanskrit which would ruin his general chance.

The University has now adopted a different scheme, retaining the Sanskrit at First Arts and when Mr. Woodrow proposed and I

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seconded the non-insistence upon Sanskrit at First Arts this emendation of the scheme was almost unanimously vetoed.

His Honor the Lieutenant-Governor has now forbidden all teaching of Sanskrit in the zilla schools except under close restrictions. His Honor has also directed that in the best zilla schools a teacher in surveying shall be kept, that the boys shall be examined in surveying just before the Entrance Examination and that a number of the scholarships shall be confined to the boys who pass successfully in surveying.

The standard in arithmetic and geometry of the boys who successfully pass the University Entrance Examination is hardly high enough to found satisfactorily thereon a knowledge of professional surveying : and this standard is attained only at the end of their course : when they come up into the second class the zilla school boys are generally very weak indeed in mathematics.

I think a considerable portion of the surveying teaching must necessarily be arithmetic and geometry, and geometric drawing. These with mensuration can be taught in the zilla schools and will be taught if scholarships are made to depend on them so greatly. And no fresh or special teachers of surveying will be found necessary.

So far His Honor's orders will I believe work exceedingly well and will come to very nearly indeed the same thing as the rejected scheme of the Syndicate. But the zilla schools are already asking me how to find time for the additional subjects, and wish to know whether I would advise them to sit extra hours. This I have rather deprecated : looking at the quantity of getting-up and learning by heart the boys now do at home, I doubt whether lengthening the school hours will increase the work got through in school. In this dilemma, the Mymensing zilla school has determined to adopt the alternative of abandoning Sanskrit altogether. Not a boy in that large school is now learning Sanskrit : even those who have already spent upwards of three years on Sanskrit have given it up. I believe that supposing all the present Government and University rules to be maintained unaltered, the zilla schools will generally be driven to this.

This plan makes the course all plain up to the University Entrance Examination. But I fear many of these boys will be placed in a great difficulty afterwards. I confess that it appears to me a hard and cruel thing upon these boys that the English authorities do not confine themselves to battering each other with arguments and theories but rack the boys with divergent orders.

18. I have visited no industrial or practical schools and believe there are none to be visited. I have once or twice visited the Dacca normal school at the time when the boys, under the example of the teachers were at work carpentering. These boys were working as amateurs only : but they will make none the less useful pundits that they can make a neat box or chair ; and the "carpentry class" has to some extent cleared the way, for the projected artisan school by showing that caste (at least in the educated boys) is not an insuperable bar to doing manual labor.



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19. The changes made in the University curriculum during the last year will have no influence in introducing the study of science into the schools of this division.

20. There may be said to be three degrees of Government support which can be given for the extension of education.

(a). There is the aided system : in which the Government merely aids local efforts by adding a Government contribution to a local fund previously subscribed. This system will evidently promote the spread of education in remote districts or among the lower classes who do not feel the want of education only very slowly. However the spirit of the education despatch of 1854 seems to confine Government interference nearly to this.

(b). There is the system of circle village and model schools, in which Government pays for the school : the scholar paying a fee merely, which is usually very small in the circle schools and is often nothing in the model schools. This system may be considered the offering of education to the people : and, as is shown by nearly all the Deputy Inspectors and several of the Collectors, if Government has the money to spare, a great extension of education may rapidly take place by means of such schools and over the greater part of South-East Bengal. If Government has money to give numerous scholarships to the scholars at such schools (as proposed by the Deputy Inspectors of Dacca and Vikrampur) no doubt the spread of education may be still further accelerated. Whatever the exact tenor of the educational despatch of 1854 may be, Government has for many years past embarked pretty extensively in this class of school.

(c). There is the system of compulsion : now advocated by the Collector of Faridpur, and enforced in some of the most enlightened countries of the world. Under a system of conscription, Government can get both a larger and a cheaper army than under the system of hiring volunteers, and the same applies to schools.

21. Compulsion is not an inviting term, but as compulsion is now recommended I may recall here two plans which have of late years been suggested, and which may show that, by a judicious handling, compulsion may be robbed of half its terrors.

In 1866 at the request of Sir C. Beadon I drew out a rough draft of an Educational Bill which I was instructed to model closely on the lines of an Act then in force in part of the Madras Presidency. Under this Act, a township or cluster of villages or single village can with the consent of the School Inspector form themselves into an educational district ; and then the sums required "from local sources" for all schools within such area can be regularly collected by property rate. This is not compulsory attendance, but is compulsory subscription. It was however early suggested as a rider to this Act that power should be reserved for the Commissioner at the request of the Educational Department to form any villages into an educational district who neglected or declined to do so themselves. This amounts to a power

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in the Educational Department for the gradual uniform extension of schools over the whole country.

A second form of compulsion with the object of bringing the masses *bonâ fide* into the schools has been devised. It is to give the Commissioner power at the request of the Educational Department to introduce compulsory attendance into any town or thana. That is that every boy now resident within two miles of a school and between the age of eight and sixteen should attend some school or other under penalty of a fine recoverable from his parents at law. It was supposed that to begin with, one of the Vikrampur thanas bristling with schools, with the school managers fighting for boys, would be placed under the operation of this Act: and that without much exertion of departmental or magisterial authority the school managers would sweep the boys wholesale into their schools.

It should be remarked that neither of these compulsory plans entails any direct increase of charge on imperial or provincial funds: but practically Government would have always to allow head-money on the pauper (compelled) pupils or it would not be the interest of the teachers to fill their schools with them.

22. The progress of education has been steady in Bengal for many years under our present system: and we have got more lower class as well as more middle class boys into the schools year by year. I do not doubt that continuing our present system education will continue to spread steadily as hitherto; but, if the country is to be galvanised all at once into a universally-diffused education of the masses, then new and trenchant measures, taxes and compulsory attendance, must be resorted to.

23. There seems in some of the Collectors' minutes to be a general idea that the education now given unfits the Bengali Babus for all practical employments: that there exists a great mass of writers eager for employment on very low wages, and that there is a great dearth of artisans at any price: and that the educational system especially the higher class English system is responsible for this state of things.

Now the only schools which assist in producing the English writer class in this division are the zilla schools and by examining the record of social position of these schools it appears that out of 1,659 boys in them now, only 26 could by any probability follow the calling of an artisan or a carpenter *if there was not a school in the country*. In fact in zilla schools the head-master sometimes points out to me as a curiosity some one single little boy, the son of a tailor or a washerman. Our system of higher English education has in nowise succeeded to any appreciable extent in thinning the ranks of carpenters and artisans, it has no doubt enormously raised the qualifications of candidates for English appointments.

The rules of caste and of social position prevent a large number of the boys who attend our schools (of all classes) from ever thinking of earning their livelihood as agricultural laborers or artisans: but so

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far from our education having any tendency in this direction the head-master Dacca Normal School most strongly urges that if any boys can be persuaded to overleap the bounds prescribed by caste *it can only be the best educated boys.*

In making enquiries previous to the opening of the carpentry school at Dacca another point has turned up *viz.*—it is strongly questioned whether there does exist any dearth of carpenters as compared with writers. It is true that the carpenters' wages in Dacca are now 8 annas a day : *i.e.* for a man to go out and work for a single day in a gentleman's house. It is also true that in large works the Public Works Department often find it difficult to get together a sufficient body of carpenters. But immediately I consulted the Public Works Overseer concerning a carpentry school here he expressed an opinion that the turning into the trade a very small extra number of young men would overstock it and knock wages down to those of coolies. He pointed out that in this country there is no demand whatever for carpenters in the villages ; they are amply supplied with boat-builders : and in the town of Dacca the demand for carpenters is a defined and limited one.

Looking at the matter as from another point of view : taking the wages of a carpenter at Rs. 15 per month (which they hardly are) no doubt a mere copyist can be got at Rs. 10 per month. But is this an anomalous state of things ? In England, even in country towns a carpenter gets .25 or 30 shillings per week, while a lawyer's engrossing clerk gets 10 or 18 shillings. There remains of course the question whether artisan labor cannot be made more efficient.

24. The Muhammadan population in every zilla alike avails itself very little of the opportunities offered them for educating themselves compared with the Hindus. There has been exceptional encouragement offered the Muhammadans in the distribution of rewards and appointments ; and maulvis have been retained in some schools as a kind of bribe or compliment to their race.

The following description of the position of the Muhammadans with regard to education is by the Collector of Faridpur and applies to other districts as accurately as to Faridpur :—

“Every Muhammadan landed proprietor of the least pretension who can afford it retains a munshi on a salary of say one rupee a month in addition to food and clothing. This man helps to swell his master's train and does odd jobs of reading and writing or accounts. He teaches the children of the house and some outsiders and is as a rule a mere sycophant and his education of the very smallest amount and the most useless character. With the Muhammadans it will be very difficult to deal. They are impressed with a notion that it is unlucky not to commence education by acquiring the Koran, and this book they read in Arabic a language their teacher understands little or nothing of, so all their time is wasted in getting by heart sentences of which they do not know the meaning and learning to read pages of the book which they do not understand.

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This is no easy task and the greater portion of their youth is thus frittered away. Moreover this system renders them an easy instrument in the hands of any designing fanatic who interprets these passages as he may please.

"It is not surprising under these circumstances that education fails to reach the masses or that the grant-in-aid system penetrates no further than the poorest of the middle classes."

25. The following is from the report of Dina Nath Sen headmaster of the Dacca normal school:—

"The entire absence of Muhammadan boys from the normal school is a noticeable fact, considering that the majority of the population of the district, as well as of the city of Dacca, is understood to be of that persuasion. There is no division or caste among the Muhammadans, corresponding to the Brahmins Baidas, and Kayestas among Hindus, who regard themselves as the literate classes and consider it beneath their position in society to engage in any occupation which does not require a knowledge of reading and writing, and to whom therefore such knowledge is an absolute necessity. That community seems to have only two divisions. The higher class very small in number, consists of the descendants of the ancient aristocracy, still retaining a portion of their ancestral property, or of families who have managed to acquire property at the time of the first settlement made under the English Government. The lower class consists of all the other Muhammadans who possess no such property and have to depend entirely on their industry for livelihood.

"The former class have no strong incentive to acquire other knowledge than what their religion requires, and that they chiefly and easily obtain at home. They live on their old associations, and have not yet recovered, as it were, from the shock of the revolution that suddenly deprived them of all political influence, a little more than a hundred years ago. They have not in fact fallen in with the present order of things in the way the Hindus have done. It is only the lower class therefore who may be expected to take advantage of the facilities for the acquirement of knowledge offered by the Educational Department. But that class, particularly in the city of Dacca are a vigorous and energetic set of men, and have betaken themselves with great zeal to certain occupations which they have completely monopolized, such as carrying on the inter-provincial trade between Eastern Bengal and the Upper Provinces, and the trade in certain kinds of country produce, petty shop-keeping in the city and the marts of the district: husking rice, making bamboo frames for the roof of lutchas houses, and working as masons, tailors, coachmen &c. The adult population being thus industriously engaged, the boys are naturally taken to help them in those occupations. It must therefore be a very strong inducement indeed that can make them withdraw their boys from those industries and send them to school to acquire what they consider as very unprofitable

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accomplishments considered with reference to those occupations. Just so much of reading writing and arithmetic as may enable them to keep accounts is no doubt valued, but this they pick up in the pathshalas. Some boys of this class attend the model school and other vernacular schools in this city."

26. I have argued in the district reports against all special classes of schools to attract Muhammadans. I believe that a given sum of money spent in village schools will attract as many Muhammadans as if spent in any other way: and it will attract thus a large number of other students.

27. In the distribution of the village schools I am not sure that the efforts of the Deputy Inspectors have been exactly in the direction now wished by the Government: up to the present time, the idea of the Education Department when it interferes in a village school is to improve the school. With this object the best qualified teachers who can be got for the money are selected. These are at present the passed vernacular scholarship boys, those of the 1st division or 2nd division if possible. These boys are probably superior in attainments to the gurus sent out from the Government guru training pathshalas as these latter gurus appear to look on the vernacular scholarship standard as a higher standard and to find it a difficult one to attain.

But the fact is that directly we appoint highly qualified pundits our schools begin to rise in class, and we cannot keep them down. I can foresee that almost directly we shall have village schools competing for vernacular scholarships, and in short just the same as our good circle schools. There is no apparent objection to this: if a village school getting only Rs. 5 per month does the same work which Government is happy to pay Rs. 10 or Rs. 20 for, why should there be any complaint? But it will be said Government is willing to pay the village school Rs. 5 per month only on condition that it is a primary school and if it ceases to be this it draws Government money under false pretences. Now by anticipation I maintain this is only a verbal difficulty introduced by our vain attempts at classifying what cannot be classified. The school because its upper classes teach a higher standard does not therefore cease to do the teaching of the lower classes properly. On the contrary some of the best pathshalas in this division are those appended to the tail of middle class schools.

There is further difficulty in the distribution of village school grants. If they are not given to the best teachers and schools on what principle are they to be given? If we seek out merely the most thoroughly old-fashioned gurus the money is in a manner thrown away. They teach on much the same with or without a village school grant.

It is I submit entirely an error to say that the circle schools missed their aim (the masses) because the Education Department stimulated them into middle class schools instead of keeping them as pathshalas. The circle schools now do form a body of pathshalas of unusual excellence where primary education can be got and is had, at

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every one of them. The agricultural laborers and fishermen do not want as a rule even primary education and for that reason they do not go to the circle schools. It is perfectly understood that all our schools (except the higher class English) perform the duties of primary schools, and in the country many of the so-called higher class English schools do so too.

28. It will be found that the district reports do not contain any complete reports of the indigenous education existing in the country. The most exhaustive one at least in appearance is that of the Deputy Inspector of Vikrampur who having only two thanas under his inspection has been able to affirm that in his report shewing 1,000 boys in uninspected schools no single school containing 15 boys can have escaped him. This is probably correct but it does not quite answer the Government question. I have been in a populous bazar in Vikrampur where there is a good school at one end of the bazar: yet there were thrice as many boys in shops in the bazar as in the school: and probably nearly all these apprentices were picking up more or less in the way of writing and accounts. None of these (and similarly situated boys) can well be included in any educational report: nothing but a census can reach them.

The Deputy Inspector of Chittagong has brought out the most startling (though not altogether unexpected) result. He has enumerated carefully the indigenous schools which he found along his inspection routes (which cover but a very small part of the zilla) taking the name of the guru and the number of boys in each. He thus ascertained the existence of 257 indigenous schools containing more than 4,000 boys. He thinks that in the whole Chittagong zilla there cannot be less than 500 indigenous schools.

In this estimate full half the indigenous schools are merely muktabas and perhaps are hardly worth enumerating as schools as possibly nothing useful is taught in them. But on the other hand, boys who attend muktabas very frequently also learn writing and accounts in the evening, or at a morning pathsala. Chittagong was pointed out several years ago by the then Deputy Inspector Kailas Chandra Sen as a very hopeful ground for spreading vernacular schools over, and it was largely on his recommendations that the normal school was moved to Chittagong; since that time vernacular education has steadily increased in Chittagong.

Few of the other Deputy Inspectors (except the Dacca man) have ventured in their report on indigenous schools on any precise figures but have stated mostly their general impressions. I believe the facts may in all zillas be summed up however thus:—The very lowest classes i.e. ryots and agricultural laborers, fishermen, coolies, boatmen, cow-keepers, servants, washermen, &c., can never read or write: but nearly all above this level i.e., the petty shop-keepers and all thence upwards can generally write and keep a simple account at least.

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30. The annexed table shows the inspection charges of the South-East Division :—

	Salary.	Travelling and halting charges.	Office establishment.	Contingencies.	Total.
	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Inspector of Schools, South-East Divn.	14,159 5 4	1,203 9 4	2,240 9 2	1,506 0 11	19,109 8 9
1. Dy. Inspector of Schools, Barisal	1,353 13 4	447 15 0	52 14 11	95 0 0	1,948 11 3
2. " Vikrampur	2,400 0 0	570 0 0	268 0 0	48 4 0	3,286 4 0
3. " Chittagong	1,091 14 6	756 8 0	47 15 5	43 0 0	1,930 5 11
4. " Comilla	1,200 0 0	809 14 0	49 0 0	80 2 6	2,138 0 6
5. " Dacca	1,376 13 6	808 14 0	49 0 0	58 0 0	2,291 11 6
6. " Faridpur	1,042 6 6	253 12 0	25 3 9	86 0 0	1,407 6 3
7. " Khasi & Jyntea Hills	750 0 0	521 4 0	48 0 0	6 0 0	1,325 4 0
8. " Manikganj	1,160 6 8	927 13 0	48 0 0	108 5 0	2,239 9 8
9. " Mymensing, East	1,607 15 3	277 0 0	41 3 9	108 0 0	2,034 3 0
10. " Ditto, West	1,200 0 0	527 0 0	48 0 0	20 0 0	1,795 0 0
11. " Noakhali	1,200 0 8	822 5 0	48 0 0	46 7 0	2,116 12 0
12. " Sylhet	1,586 14 9	730 8 6	48 0 0	43 0 0	2,408 7 3
Total	30,129 9 10	3,658 6 10	3,011 15 0	2,243 3 5	44,041 3 1

31. The annexed table shows the cost of Deputy Inspectors in the South-East Division :—

Grade.	Date of appointment.	NAME.	Present position.	Salary actually drawn during the year ending 31st March 1872.	Travelling & halting allowances actually drawn during the year.
				Rs. As. P.	Rs. As. P.
1st.	.....	Babu Baikuntha Nath Sen...	Depy. Inspector of Schools, Vikrampur.	2,400 0 0	570 0 0
2nd Grade.	15th May, 1863	" Tarak Nath Sen (Puka)	" Mymensing, East	1,607 15 3	277 0 0
		" Raj Mohan Dé, Offg. 3rd Grade.	" Faridpur		
	1st July, 1865	" Ehuban Mohan Sen, Offg. 3rd Grade.	2nd Master, Mymensing Zilla School.	1,586 14 9	730 8 6
		" Novakishor Sen (Puka)	Dy. Inspector, Sylhet and Cachar.		
	17th Nov., 1865	" Prem Chand Nath, Offg. 3rd Grade.	Head-master, Rashbehari School, Sylhet.	1,376 13 6	808 14 0
		" Kaish Chandra Sen, Offg. 2nd Grade.	" Dacca		
		" Bidya Dhur Das, Offg. 3rd Grade.	" Comilla	1,200 0 0	809 14 0
	9th July, 1865	" Um kishor Roy	" Comilla		
	"	" Prabhat Chandra Sen..	" Mymensing, W.	1,200 0 0	527 0 0
	"	" Nandalal Sen	" Noakhali	1,200 0 0	822 5 0
3rd Grade.	1st Aug., 1867	" Sharada Prasad Rai	" Barisal	1,353 13 4	447 15 0
	1st Jan., 1871	" Har Kumar Basu	2nd Master "		
	12th Dec., 1871	" Raj Mohan Dé (Puka)	" Faridpur	1,042 6 6	253 12 0
	26th Jan., 1863	" Srinath Bhadra (on leave)			
	15th May, 1863	" Tarak Nath Sen	East Mymensing	1,091 14 6	756 8 0
	"	" Esvar Chandra Sil, Offg. 3rd Grade.	2nd Clerk, Inspector of Schools' Office, S. E. Dn.		
	10th Dec., 1871	" Brajendra Kumar Guha (Puka).	Head-master, Putia Eng. School, Chittagong.	1,160 6 8	927 13 0
	"	" Sharat Chandra Sen, Offg.			
	17th Nov., 1865	" Kaish Chandra Sen...	Dy. Inspector, Dacca	750 0 0	521 4 0
	"	" Mohan Chand Bask. Offg.	Head-master, Khajeh Abdul Gunny's School		
		" Bidhydhar Das (Puka)	Manikganj		
		" U. Lah	Khasi Hills		
		Total		15,970 4 6	7,462 13 6

*Eastern Districts—Dacca Division.*

32. The annexed table shows the work of the Deputy Inspectors in the South-East Division:—

	Districts.	Number of Schools under inspection.	Visits.	Miles.	Books.	Price of books sold.
						Rs. As. P.
Babu Baikuntha Nath Sen ...	Vikrampur ...	73	201	2,076	480	180 6 0
„ Tarak Nath Sen ...	Mymensing, East	68	124	1,035½	325	163 0 0
„ Raj Mohan D6, Offg. ...						
„ Bhuban Mohan Sen, Offg. ...						
„ Navakisor Sen ...	Sylhet and Cachar	27	102	2,787	2,424	1,050 0 0
„ Frenchchand Nath, Offg. ...						
„ Kailas Chandra Sen ...	Dacca	59	205	3,581	...	.....
„ Bidyadhar Das, Offg. 3rd grade						
„ Umakisor Ray ...	Comilla ...	40	138	3,192	1,355	583 13 8
„ Probbhat Chandra Sen ...	Mymensing, West	39	158	2,108	1,133	596 0 3
„ Nunda Lal Sen ...	Noakhali ...	34	165	3,275½	1,320	655 11 0
„ Sarada Prasad Ray ...	Barisal ...	74	180	3,061½	943	.....
„ Har Kumar Basu ...						
„ Raj Mohan D6 ...	Faridpur ...	42	121	1,463	.....	.....
„ Sri Nath Bhudra ...						
„ Tarak Nath Sen ...						
„ Iswar Chandra Sil ...						
„ Brajendra Kumar Guha (Puka) ...	Chittagong ...	41	111	2,731	.....	.....
„ Sarat Chandra Sen, Offg. ...						
„ Kailas Chandra Sen ...						
„ Mohan Chand Basak, Offg. ...	Manikganj ...	80	201	3,356½	46	47 4 0
„ Bidya Dhar Das (Puka) ...						
U. Lah ...	Khasi Hills ...	58	133	1,908	.....	.....
Total ...	.....	635	1,837	30,631½	8,026	3,266 2 11

The quantity of work appears smaller than that of the preceding year, there being 1,837 visits to schools in place of 2,114 in 1870-71. This has been owing to the fact, that several of the Deputy Inspectors, (particularly Faridpur, Mymensing and Sylhet) have been for several months in charge of the second masters of the station zilla schools. When a Deputy Inspector of Schools is temporarily employed in another department or goes up to Calcutta for an examination, or takes privilege leave owing to sickness, it is hardly any use to appoint an entire stranger to examine schools for one two or three months. The zilla school second master can arrange the paying of the pandits, the official correspondence, and if any special enquiry at a school is necessary can often arrange to carry out that during holidays. During the past year the number of temporary vacancies has been excessive.

The quantity of inspection done by the Deputy Inspectors however may at first sight seem small even taking it at the largest amount



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ever performed.\* But the hindrances in travelling and the ever increasing amount of other work than inspection keep down the average inspections to 35-40 per quarter. When in August last I went out in Vikrampur with the Deputy Inspector we inspected 50 schools in a month. The schools are close together, the water was up: by travelling at evening we could generally reach the village in time to arrange that the school should meet at daybreak, and we could generally lay out our route so that we could reach a second school the same day in time to examine it. We were not interrupted by holidays, reports, examinations, or any other work. But the average inspection work done must be totally different. The Deputy Inspector loses 60 days a year nominally (and practically 90 because the schools do not all close exactly at once) in holidays. At the scholarship examinations, the Deputy Inspector is obliged to be at head-quarters a month before the examination and afterwards has to actually conduct the examination. At the annual report time, the Deputy Inspector has to remain at or near head-quarters from the time he begins to write his own report till the divisional report is done (three months this year) as if he goes out and any additional information is found subsequently necessary the whole report of the department breaks down. The Deputy Inspector in his tours too is tied by the duty of paying his circle pandits which takes him to particular centres once a month. He is always liable by special reports called from head-quarters to be sent back to the most remote corner of his division after he has just visited it.

33. I took charge of this division on 17th July 1871 and from that date up to 31st March 1872 visited 137 schools. I saw all the Vikrampur schools but one in August-September: I saw about one-third of the Comilla schools in September: I saw about one-third the Khasi schools in November-December: I saw about one-third the Barisal schools in February-March: I visited also Sylhet and Faridpur stations, and I have at odd times visited schools at and near Dacca.

The Inspector has to travel wider to see his schools than the Deputy Inspectors but he usually pays shorter visits. He is subject to all the hindrances of the Deputy Inspectors except that the scholarship examinations do not fall so heavily upon him. But the main tie on the Inspector of Schools is his bill work: he may neglect anything else but if he neglects this, complaints naturally rise to the Director of Public Instruction. Now the bill work is a matter of accounts, and it can therefore only properly be done at head-quarters, apart from other reasons which were urged by the Commissioner against the passing of bills in the Mofussil. Consequently the Inspector has to arrange his tours so as to reach Dacca once a month, about the 10th of each month if possible. This is quite fatal to systematic or extensive school-seeing. When I visit Silchar it takes me the month to go there and back and see the few schools along the route.\* Chittagong is nearly the same: and in order to see many schools in these outlying districts.

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has been to stay away *two* months, and have a clerk travel down to me at the expiration of the first month, with the bills and the office books.

When Government appointed a dozen Deputy Inspectors to inspect the schools of this division, it seems to me that they tacitly altered the duties (though, not the title) of the Inspector. If it requires twelve men to inspect them, one man (with large additional office work) cannot. When I came to Dacca, I understood the Inspectors' duties were, first, to pay the department regularly, and keep the official correspondence down; secondly, to visit once a year, if possible, the zilla schools and normal schools; thirdly, to drop in on the other schools, as occasion permitted, as a check upon the Deputy Inspectors, and to keep himself fairly acquainted with the actual state of the schools.

34. The annexed table shows the state of the Government higher class schools:—

	Grade.	No. on the Roll on 31st March 1873.	Average Monthly Attendance.	Average Daily Attendance.	Monthly cost to Government of educating each pupil.	No. which passed the Entrance Examination.	Percentage of monthly average on rolls who passed.
					Rs. As. P.		
Dacca Collegiate School...	Excellent	318	292.25	254.7	2 13 5	19	6.5
Mymensing Zilla School.	Ditto ...	345	316.92	265.4	0 3 4	13	4.1
Barisal " " ...	Good ...	355	336	267	0 1 3	5	1.4
Faridpur " " ...	Ditto ...	152	130	100	1 9 4	5	3.8
Sylhet " " ...	Ditto ...	237	170	129	1 2 7	5	2.9
Noakhali " " ...	Ditto ...	114	114	101	1 14 7	1	.8
Comilla " " ...	Ditto ...	198	167	138	1 5 11	3	1.7
Silchar " " ...	Moderate	139	137	112	1 4 5	...	...
Chittagong " " ...	Ditto ...	130	134.25	99.03	1 4 2	2	1.4
Total ...	... ..	1,988	1,797.42	1,466.13	.....	53	

It should be understood that some stations are much more favorable to the production of schools than others, and that the schools at Noakhali and Faridpur are in a state as creditable to their teachers as those schools classed very highly.

As regards the two less satisfactory schools, Chittagong was, up to a date some six years back, a most flourishing school; it was then torn into two by the raising of the schooling fee, and from that date to this there has remained an opposition party and an opposition school in the station. As in most other cases of this kind in Bengal, the competition has proved anything but of a healthy kind: it has been rather a bitter political quarrel, and has reacted to the great prejudice of the discipline and tone of both schools. While so much local feeling on the subject remains, it really appears very difficult either for the Local

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Committee of Public Instruction or the zilla school teachers to do more than they have done.

It is worth remarking that this raising of the school fee at Chittagong has cost Government more money than any other experiment (however mistaken) tried on any school in East Bengal.

As regards the Silchar school, it is comparatively a new zilla school, and is not got fully into working order as a zilla school now; and it is hardly to be expected that it should be fully up to the mark of the old regulation zilla schools. It may be seen in the district report, also, that it has been seriously interfered with by a fire of the school-house roof, and by the Lushai war.

35. The following table gives the result of the Entrance Examination of the zilla schools of this division:—

Number.	DISTRICT.	NUMBER PASSED.				Merit Marks.	Merit of last year.
		Number of Candidates who appeared.	First Division.	Second Division.	Third Division.		
1	Mymensing ... ..	19	2	6	15	23	23
2	Barisal ... ..	16	0	4	1	9	13
3	Faridpur ... ..	8	1	1	3	8	11
4	Sylhet ... ..	7	1	3	1	10	7
5	Noakhali ... ..	2	0	1	0	2	6
6	Comilla ... ..	6	1	1	1	6	0
7	Chittagong ... ..	9	0	0	2	2	6
8	Silchar ... ..	3	0	0	0	0	1
9	Dacca Collegiate School	33	8	10	1	45	2 <sup>a</sup>
	Total ...	103	13	26	14	105	94

36. The annexed table gives the general result of the Vernacular Scholarship Examination for this division:—

	Number of Vernacular Schools.	Number that sent up Candidates to the Vernacular Scholarship Examination.	Number of Candidates.	NUMBER PASSED		
				With Scholarships.	With Certificates.	TOTAL.
Barisal ... ..	27	25	153	9	97	106
Chittagong ... ..	13	3	11	1	6	7
Comilla ... ..	20	13	64	5	39	43
Zilla Dacca { Dacca ... ..	23	19	84	9	68	85
{ Vikrampur ... ..	28	32	155	14	110	124
{ Mauikganj ... ..	22	18	44	5	30	35
Faridpur ... ..	23	19	71	7	48	55
Zilla Mymensing, East	32	14	89	10	49	59
{ Ditto, West	16	9	33	3	23	26
Noakhali ... ..	11	7	35	3	20	23
Sylhet ... ..	24	4	18	4	7	11
Total ...	238	163	752	70	484	554

The total numbers passed are a fair gauge of the spread of middle class vernacular education in each zilla respectively.

*Eastern Districts—Dacca Division.*

37. The annexed table gives the result of the Vernacular Examination with regard to model schools :—

DISTRICT.	Number of Model Schools.	Number that sent up Candidates to the Vernacular Scholarship Examination.	Number of Candidates.	NUMBER PASSED		
				With Scholarship.	With Certificates.	TOTAL.
Barisal... ..	3	3	6	...	5	5
Vikrampur ... ..	...	...	...	...	...	...
Chittagong ... ..	5	2	9	1	4	5
Dacca ... ..	1	1	25	3	17	20
Faridpur ... ..	1	1	4	...	2	2
Manikganj ... ..	...	...	...	...	...	...
Mymensing, East ... ..	8	1	28	10	17	27
Ditto, West... ..	2	...	...	...	...	...
Noakhali ... ..	2	2	5	...	3	3
Sylhet and Cachar ... ..	6	2	6	2	2	4
Comilla ... ..	...	...	...	...	...	...
Total ... ..	28	12	83	16	50	66

The model schools are placed in the most jungly and remote spots, and the standard in them is low enough; but their true character is masked in the results of this table by the inclusion of the model schools attached to the normal schools, which are the best vernacular schools in the division.

38. The annexed table shows the result of the Normal School Examination for all Bengal :—

NAMES OF INSTITUTIONS.	NUMBER PASSED.			Total.	Merit Marks.
	First Division.	Second Division.	Third Division.		
Hugli ... ..	12	26	32	70	120
Calcutta ... ..	4	22	33	59	89
Dacca ... ..	4	43	26	96	163
Dacca ... ..	2	13	15	30	47
Mymensing ... ..	...	1	7	8	9
Chittagong ... ..	2	13	33	48	65
Pubna ... ..	...	...	...	...	...
Total ... ..	27	118	166	311	...

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39. The annexed table shows the result of the Entrance Examination for the aided higher class English schools:—

District.	Number of Schools.	Number of Candidates at the Entrance Examination.	NUMBER PASSED.			
			1st Grade.	2nd Grade.	3rd Grade.	Total.
Dacca ... ..	1	14	...	...	...	...
Vikrampur ... ..	2	7	...	...	...	...
Manikganj ... ..	1	1	...	1	...	1
Total ... ..	4	22	...	1	...	1

This table only generalizes the statement I have made in the district reports, that these country higher class schools work mainly as superior middle class schools.

40. The annexed table shows the result of the Entrance Examination for the unaided higher class English schools:—

District.	Number of Schools.	Number of Candidates at the Entrance Examination.	NUMBER PASSED.			
			1st Grade.	2nd Grade.	3rd Grade.	Total.
Dacca ... ..	4	37	4	11	8	23
Mymensing, West ... ..	1	5	...	2	...	2
Comilla ... ..	1	6	...	...	...	...
Total ... ..	6	79	4	13	8	25

The successful schools are in fact the town schools of Dacca and the Jannavi school at Santosh.

41. The annexed table shows the result of the Minor Scholarship Examination for the whole division:—

District.	Number of middle class English Schools.	Number that sent up Candidates to the Minor Scholarship Examination.	Number of Candidates.	NUMBER PASSED		
				With Scholarship.	With Certificates.	Total.
Barisal ... ..	23	11	26	4	2	6
Vikrampur ... ..	12	10	19	4	6	10
Chittagong ... ..	12	2	2	2	...	2
Comilla ... ..	5	2	12	4	4	8
Dacca ... ..	2	1	...	...	...	...
Faridpur ... ..	19	1	2	...	...	...
Manikganj ... ..	8	3	3	1	...	1
Mymensing, East ... ..	14	3	23	1	2	3
Ditto, West ... ..	8	4	10	4	2	7
Noakhali ... ..	5	1	10	1	4	5
Sylhet ... ..	7	5	54	...	23	23
Total ... ..	110	48	161	21	44	65

*Eastern Districts—Dacca Division.*

42. The annexed table shows the girls' schools of the whole division :—

NAMES OF SCHOOLS.	Number of Schools.	Average number on the rolls monthly.	Average daily attendance.
<i>Aided under Grant-in-Aid Rules.</i>			
Barisal ... ..	8	78	52
Vikrampur ... ..	1	16	12
Dacca ... ..	2	60	40
Faridpur ... ..	1	23	11
Noakhali ... ..	1	7	6
<i>Aided under other Rules.</i>			
Vikrampur ... ..	3	87	25
Dacca ... ..	2	37	26
Khasi Hills ... ..	4	41	41
Manikganj ... ..	2	17	10
<i>Unaided.</i>			
Barisal ... ..	2	18	8
Vikrampur ... ..	.....	.....	.....
Comilla ... ..	.....	.....	.....
Manikganj ... ..	1	18	.....
Total ... ..	27	342	.....

These girls' schools are all infant schools, except the Khasi schools and the Humchadi (Zilla Dacca) schools. At Humchadi, a Bengali young married woman of good position has, with the approbation of her husband, Babu Bidya Dhur Das (formerly a distinguished Dacca normal school pupil, but now in charge of large estates), opened a girls' school at which one of the pupils is 16 years of age. This school is under inspection and aided from the circle fund.

43. Acknowledgments of the aid given by private individuals to public education are made in the district reports. It is worthy of notice that two of the most liberal donors are ladies. One Janovi maintains, at her sole cost, the most successful Mofussil higher class English school in this division; the other (Moharani Shornamai, of Cossimbazar) spreads her gifts to schools throughout the country. Through this office the following donations have been forwarded by her up to 31st March 1872 :—

NAMES OF SCHOOLS.	Amount given.			For what cause.
	Rs.	As.	P.	
Rasunia Circle, in Vikrampur ... ..	20	0	0	For the erection of school-house.
Busrójugini, English, do. ... ..	21	0	0	For furniture.
Soarang, Vernacular, do. ... ..	30	0	0	For erection of house.
Lokakhala, Vernacular, in Manikganj ... ..	20	0	0	For erection of house.
Farid Coldhara, in do. ... ..	20	0	0	For repairing school-house.
Kulkati, Vernacular, in Barisal ... ..	20	0	0	For repairing school-house.
Kendua, do., in do. ... ..	20	0	0	For repairing school-house and globe.
Kassipur, English, in do. ... ..	20	0	0	For repairing school-house and globe.
Panchdona Circle, in Dacca ... ..	20	0	0	For furniture.
Aminpur, Vernacular, in do. ... ..	20	0	0	For school-house repair.
Mymensing, Vernacular ... ..	20	0	0	For maps and benches.
Farashganj, Vernacular, Noakhali ... ..	20	0	0	For school-house.
Rukim, Vernacular, in Faridpur (private) ... ..	20	0	0	
Total ... ..	270	0	0	

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44. The Deputy Inspectors have strongly urged the advisability of a large extension of the vernacular scholarships. There is no part of the public expenditure on education which is so thoroughly satisfactory, or goes so far in bringing boys into school. It is money given for results, and, therefore, none of it is thrown away.

A suspicion may exist, that it operates rather in enabling a limited number of boys to read in zilla schools than in encouraging generally the spread of education. But this is not so. If in a zilla school of 150 boys, three or four boys succeed well at the University Entrance Examination, there is an immediate influx into the lower classes; and if a vernacular school wins vernacular scholarships, there is generally seen a large number of boys in it obtaining the elements of writing and account-keeping.

If no other fund is available for strengthening the vernacular scholarship, I am quite prepared to sacrifice the minor scholarships altogether. Such a step would, in the long run, not certainly injure our English. The middle class schools would immediately read solely for vernacular scholarships, but they would continue to teach the elements of English as a language; and the abolition of minor scholarships would operate chiefly to send up all the good boys to the zilla schools at fourteen instead of sixteen years of age.

45. The Deputy Inspectors are also desirous, if the sum for village schools is a fixed sum, to try two grades of such schools, viz., one grade (as at present) at Rs. 5 per month, and another at Rs. 2-8 per month. I take it, the encouragement to these schools depends mainly on the gross amount given; and sub-dividing the grants will greatly increase our present difficulty of efficient supervision. But the suggestion deserves, I think, forwarding to you. I have stopped a large number of suggestions which I do not think worth sending up: e.g., one, that there shall be no limit of age whatever for the vernacular scholarships.

46. I append, for your convenience, the totals obtained by adding together Tables I, II, and III in the several district reports; the totals for the Commissionership of Dacca, the Commissionership of Chittagong, and for the whole of the Educational South-East Division are given.

## Eastern Districts—Dacca Division.

TABLE I.—Statement of Schools in the South-East Division.

CLASS OF SCHOOLS.	Number of Schools.	Number of Masters.	Fees and Fines realized.	Government grant.	Local Subscrip- tion and Endow- ment.	Total Outlay.	Number of Scholars on the 31st March 1872.	Average daily at- tendance.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		
<b>HIGHER CLASS SCHOOLS.</b>								
Government ...	9	77	30,224 15 3	27,315 2 0	1,764 11 6	59,276 13 3	1,988	1,468
Aided ...	5	29	3,327 9 3	2,196 7 1	1,510 6 1	7,229 14 4	482	326
Unaided ...	7	69	12,006 6 6	.....	5,047 2 3	17,102 5 0	1,547	1,196
<b>MIDDLE CLASS SCHOOLS.</b>								
Government ...	18	39	2,255 12 0	7,552 1 2	300 10 0	10,051 13 6	1,030	688
Aided ...	338	664	25,963 0 6	50,209 3 8	45,918 15 3	124,658 8 9	14,971	9,978
Unaided ...	59	90	2,714 7 3	.....	5,337 8 6	8,348 2 6	2,401	1,686
<b>PRIMARY SCHOOLS.</b>								
Government ...	13	13	104 10 9	3,023 13 9	.....	3,128 8 6	247	173
Aided ...	109	135	1,998 12 6	6,560 15 9	4,966 9 2	13,369 0 8	2,863	2,029
Unaided ...	30	36	931 9 0	8 0 0	1,461 10 0	2,477 2 9	982	668
Pathshala ...	21	21	854 7 0	723 2 9	293 1 0	1,862 3 0	711	515
<b>NORMAL SCHOOLS.</b>								
Government ...	6	14	304 5 0	21,100 4 3	0 8 3	21,389 12 2	278	186
Aided ...	.....	.....	.....	.....	.....	.....	.....	.....
Unaided ...	.....	.....	.....	.....	.....	.....	.....	.....
<b>GIRLS' SCHOOLS.</b>								
Government ...	1	1	.....	316 2 0	46 14 0	232 3 6	29	23
Aided ...	2	27	34 15 0	1,455 0 0	1,335 14 6	2,967 1 9	329	233
Unaided ...	3	3	10 14 0	.....	224 0 0	234 12 0	35	17
<b>Total</b>	349	1,222	80,736 14 0	1,20,465 4 5	68,458 4 1	2,71,083 4 8	27,863	19,194



# APPENDIX A.

## Reports of Inspectors of Schools.

TABLE II. Race and Creed of Pupils in the South-East Division.

CLASS OF SCHOOLS.	BENGALIS.				OTHERS, SUBSIDIARY.		BUMERS.		KHASIS, JYNTIAS, GAROS, &c.		Totals.
	Hindus.	Muham- medans.	Christians.	Total.	Christians.		Manipuri Hindus.	Buddhists.	Christians.	Hindus.	
Higher Class Schools { Government Aided ... Unaided ... Total	1,772 469 1,379 3,620	170 8 186 333	34 5 13 53	1,976 483 1,547 4,006	6 ..... ..... 6		4 ..... ..... 4	2 ..... ..... 2	..... ..... ..... .....	..... ..... ..... .....	1,988 483 1,547 4,017
Middle Class Schools { Government Aided ... Unaided ... Total	633 13,065 2,013 15,701	215 1,694 370 2,179	2 67 4 63	840 14,716 2,387 17,943	34 ..... ..... 34		53 5 2 59	46 90 12 148	59 27 ..... 86	..... ..... ..... 133	1,030 14,971 2,401 18,402
Primary Schools { Government Aided ... Unaided ... Pathshalas ... Total	78 1,890 707 594 2,967	34 456 249 117 866	..... 3 16 ..... 19	110 2,049 972 711 3,842	..... ..... ..... ..... .....		8 ..... 10 ..... 18	..... ..... ..... ..... .....	..... 75 ..... ..... 75	..... 137 731 ..... 868	247 2,563 982 711 4,803
Normal Schools { Government Aided ... Unaided ... Total	200 ..... ..... 200	7 ..... ..... 7	13 ..... ..... 13	230 ..... ..... 230	..... ..... ..... .....		..... ..... ..... .....	21 ..... ..... 21	17 ..... ..... 17	20 ..... ..... 20	278 ..... ..... 278
Girls' Schools { Government Aided ... Unaided ... Total	259 20 279 21,767	9 ..... 9 3,394	12 15 27 174	280 35 315 26,325	..... ..... ..... .....		..... ..... ..... 81	..... ..... ..... 171	8 9 17 194	21 40 ..... 1,063	29 329 35 27,393
Grand Total	21,767	3,394	174	26,325	40		81	171	194	1,063	27,393

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TABLE III.—Race and Creed of Masters in Schools in the South-East Division.

CLASS OF SCHOOLS.	BENGALIS.				OTHERS, EUROPEANS, &c.	KHAKHS.		BOHMER.		GRAND TOTAL.
	Hindus.	Muham- madians.	Christians.	Total.		Christians.	Hethons.	Mugh.	Manipuria.	
Higher Schools	71	4	1	76	1					77
	29	.....	.....	29	.....					29
	63	.....	.....	69	.....					69
Total	163	9	2	174	1					175
Middle Schools	32	5	.....	37	1	5		1		39
	635	19	.....	659	.....	.....		.....		664
	89	1	.....	90	.....	.....		.....		90
Total	756	24	6	786	1	6		1		793
Primary Schools	12	.....	.....	12	.....	34	21	.....	1	13
	83	1	.....	84	.....	.....		.....	.....	139
	38	.....	.....	38	.....	.....		.....	.....	36
Pethalas	21	.....	.....	21	.....	.....		.....	.....	21
Total	151	1	1	153	.....	34	21	.....	1	209
Normal Schools	9	.....	3	11	1	1		1	.....	14
	.....	.....	.....	.....	.....	.....		.....	.....	.....
	.....	.....	.....	.....	.....	.....		.....	.....	.....
Total	9	.....	3	11	1	1		1	.....	14
Girls' Schools	.....	.....	3	23	.....	1		.....	.....	1
	20	.....	.....	20	.....	4		.....	.....	24
	2	.....	1	3	.....	.....		.....	.....	3
Total	22	.....	4	26	.....	5		.....	.....	31
Grand Total	1,101	34	15	1,150	3	45	21	2	1	1,233

*Reports of Inspectors of Schools.*

## DACCA DISTRICT.

1. Zilla Dacca, by reason of the number of its schools, is divided between three Deputy Inspectors of Schools; their three districts taken together accurately make up the administrative district of Dacca.

2. I append Table I. supplying the information called for by paragraph 4 of letter No. 1222 of Government of Bengal.

TABLE I.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Amount of fees & fines realized.	Amount of Government grant.	Local subscription, &c.	Total cost.	No. of Scholars on 31st March.	Average daily attendance.
Higher Class ... { Government Aided ... Unaided ...	1 5 4	10 29 50	5,239 6 0 3,327 9 3 10,687 8 6	9,972 1 6 2,198 7 1 .....	..... 1,810 11 9 2,295 10 0	15,211 7 6 7,229 14 4 13,327 3 9	318 483 1,009	254 326 822
Middle Class ... { Government Aided ... Unaided ...	1 113 8	5 209 16	436 13 9 7,111 10 0 373 10 6	163 2 3 16,568 5 6 .....	..... 12,032 15 3 825 11 0	600 0 0 35,037 12 9 1,304 1 0	146 5,363 444	107 4,582 263
Primary ... { Government Aided ... Pathshalas ... Unaided ...	... 21 7 7	... 27 9 7	... 812 15 6 326 8 0 275 6 0	... 1,126 14 3 153 5 0 8 0 0	... 496 6 7 182 1 0 194 4 0	... 2,188 14 6 670 6 3 561 0 0	... 827 327 294	... 620 259 208
Normal ... { Government Aided ... Unaided ...	2 ... ...	6 ... ...	325 15 9 ... .....	11,545 8 6 ... .....	0 8 3 ... .....	11,772 0 6 ... .....	164 ... ...	100 ... ...
Girls' ... { Government Aided ... Unaided ...	... 10 1	... 11 1	... 11 9 0 .....	... 568 2 0 .....	... 378 8 0 84 0 0	... 941 7 3 84 0 0	... 179 15	... 122 9
Total ...	180	380	28,829 0 3	42,300 14 0	18,300 11 10	88,928 3 10	9,668	7,648

This table (as in other districts) gives the statistics only of the schools under inspection, i.e., of schools which either have Government aid in some shape, or hope to obtain Government aid. Schools which have no such hope, in general do not trouble to make any returns of statistic information.

There is however included in the Deputy Inspectors' reports some account of 77 other schools estimated to contain 2,521 pupils, so that the total returns of schools and scholars for the zilla for which we have any figures will be 254 schools and 11,593 scholars.

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3. By a careful comparison of this return with that of the preceding year, there appear to have been on 31st March 1872 five schools less, but 475 scholars more in existence than on 31st March 1871. This is not a numerically exact result, as it is a chance that some particular school placed itself under inspection and made a return, or that it did not. But by going through the detailed returns I find that for this year under report there has been a small decrease in the number of schools, but a large increase in the number of scholars. This increase is in the sub-divisions of Dacca and Vikrampur, Manikganj having remained stationary.

One considerable cause of this increase must be attributed to the healthiness and prosperity of the zilla during the past year. In all my previous reports I have had to report the schools of Dacca Zilla seriously interfered with by "epidemic fever," "cholera," or some other sickness. This year no one complaint is made.

4. The Deputy Inspectorship of Vikrampur is a small area, only two thanas, and the Deputy Inspector has consequently been able to hunt up the indigenous schools thoroughly. He is satisfied that his return of 41 pathshalas attended by 1,079 boys is an exhaustive one of everything worthy the name of a school in his district; he thinks no pathsala of 15 boys or upwards can have escaped him. As the inspected schools on this same area give 4,073 scholars, this return would afford us (as a standard for comparison) that 20 per cent. of the boys under tuition escape our usual numerical returns from schools under inspection. It will be seen however that in Chittagong this percentage is much higher. And in Vikrampur this calculation does not take in the apprentices in shops in the bazars, who learn arithmetic and writing from the mohurirs.

The Dacca Inspector has collected an account of 33 schools containing 808 pupils not under inspection; the number of boys in the inspected schools being 3,327. This gives nearly exactly the same percentage (20 per cent.) of pupils not included in our ordinary statistical tables. The Deputy Inspector of Dacca has been able to make his return of these uninspected schools complete for Dacca town, and nearly complete for the school bearing portion of his district. In the great northern jungly tract of Zilla Dacca there is reason to suppose there are many indigenous schools.

The Deputy Inspector of Manikganj has been transferred just at the end of the official year, so that there is no return of uninspected schools for Manikganj Sub-division; and I can only give the information fragmentarily as above, and not for the district as a whole.

*Reports of Inspectors of Schools.*

5. Taking the 9,658 boys in the inspected schools, the annexed table shows their race and creed :—

TABLE II.

CLASS OF SCHOOLS.				BENGALIS.				OTHERS, &c.	TOTAL.
				Hindus.	Muham- madans.	Chris- tians.	Total.	Chris- tians.	
Higher Class	{ Government...	...	...	288	14	10	312	6	318
	{ Aided	...	...	469	8	5	482	.....	482
	{ Unaided	...	...	991	100	8	1,099	.....	1,099
Middle Class	{ Government...	...	...	125	21	.....	146	.....	146
	{ Aided	...	...	4,907	417	39	5,363	.....	5,363
	{ Unaided	...	...	384	60	.....	444	.....	444
Primary...	{ Government...	...	...	.....	.....	.....	.....	.....	.....
	{ Aided	...	...	640	185	2	827	.....	827
	{ Pathshala	...	...	281	48	.....	327	.....	327
Normal	{ Unaided	...	...	184	96	14	294	.....	294
	{ Government...	...	...	161	.....	13	164	.....	164
	{ Aided	...	...	.....	.....	.....	.....	.....	.....
Girls'	{ Unaided	...	...	.....	.....	.....	.....	.....	.....
	{ Government...	...	...	.....	.....	.....	.....	.....	.....
	{ Aided	...	...	169	4	6	179	.....	179
	{ Unaided	...	...	.....	.....	15	15	.....	15
Total				8,589	951	112	9,652	6	9,658

The abstract is—

Hindus	...	...	...	8,589
Muhamamadans	...	...	...	951
Christians	...	...	...	118
				<hr/>
				9,658

No detailed return of the race and creed of the 318 boys in the Dacca collegiate school is given in the annual report; they are therefore omitted in the detailed return.

6. Taking the 9,658 boys in the inspected schools, their social distribution is shown in detail in the tabular statement appended. The abstract result is—

Of the higher classes	...	...	42
" middle	"	...	6,534
" lower	"	...	2,082
			<hr/>
Total	...	...	9,658

*Dacca Division—Dacca District.*

7. The race and creed of the masters is shown in the annexed table:—

TABLE III.

CLASS OF SCHOOLS.		BENGALIS				OTHERS, &c.	TOTAL.
		Hindus.	Muham- madans.	Christians.	Total.	Christians	
Higher Class	{ Government	8	1	...	9	1	10
	{ Aided	29	...	...	29	...	29
	{ Unaided	45	5	...	50	...	50
Middle Class	{ Government	5	...	...	5	...	5
	{ Aided	205	...	4	209	...	209
	{ Unaided	16	...	...	16	...	16
Primary	{ Government	...	...	...	...	...	...
	{ Aided	26	...	1	27	...	27
	{ Pathshala	9	...	...	9	...	9
Normal	{ Unaided	7	...	...	7	...	7
	{ Government	4	...	2	6	...	6
	{ Aided	...	...	...	...	...	...
Girls	{ Unaided	...	...	...	...	...	...
	{ Government	10	...	1	11	...	11
	{ Aided	...	...	1	1	...	1
Total		304	6	9	379	1	380

The monopoly of the trade of tuition by the Hindus arises from the fact that the Muhammadans rarely qualify themselves for the duties of teachers. There is not a single Muhammadan (out of 150 boys) studying in the Dacca normal school. Very few Muhammadans pass the First Arts or B.A. Degree Examinations so as to qualify themselves for the post of English teacher. All the masters at the school kept by Khajek Abdool Gunny at his private cost are Hindus.

The Muhammadan teachers are distributed as under:—One B.A. holding the post of second master of the Pogose School; four employed as maulvis in the higher class schools; the rest are gurus merely.

8. The Dacca collegiate school educates 318 boys at a cost of Rs. 9,972-1-6 to Government; the fee raised being Rs. 5,239-6-0. It should however be added that the collegiate school educates a large body of the vernacular scholars gratis as part of their scholarships, and that if the collegiate school were to take credit for the schooling fees of these against the Vernacular Scholarship Fund, the Dacca collegiate school fee receipts would be increased by some Rs. 2,000.

9. The number of students in the law class attached to the Dacca College has been 76, and the fees raised from them Rs. 4,545: the expenditure attending the law class has been Rs. 2,306-14-1. Government has thus netted thereout Rs. 2,238-1-11 for the year; and so long as the present regulations are continued, this seems a source of income that Government may depend on as permanent.

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10. The following account of the surveying class lately opened in connection with the Dacca College is copied from the Principal's report:—

"A surveying class was formed on the 20th March, the number of students in the class being then 36. At the present time, the 22nd April, the number is 81. Of these 22 are teachers in the schools of Dacca, 12 are connected with public offices, and 41 are candidates for employment in the public service. Very few of the general department have joined the surveying class, for they fear the effect of any departure from the course laid down by the University upon their prospects of success at the examinations."

It appears further that the teacher has been instructed to adhere strictly to the course of study for the Subordinate Executive Service, as laid down in the Notification of Government dated 3rd October 1871, and that no fee is charged.

Orders have been issued for the supply of teachers at the Government cost, and the opening of similar classes at Barisal and Mymensing. I am told that the classes will be well filled and will be worked much as the class already opened at Dacca. I may however remark that when I was called upon to report on the introduction of surveying into the zilla schools, I did not foresee the form the question would take, nor did I understand correctly what His Honor intended to do.

11. Proceeding to the nine other higher class schools of Zilla Dacca, I propose only to comment on these so far as to combat the strictures of the Collector.

In paragraph 10 the Collector remarks: "I find that few boys when they reach a certain standard of education are willing to take anything but *kalam peska*, for which many are utterly unfit."

This is quite true: but are the high caste boys, who may be totally free from the demoralization of Government education, willing to work as artisans, or at any kind of productive labor? Assuming that the quantity of unproductive labor competing for employment is now excessive in Bengal, I doubt if education has anything to do with the number of competitors. The head-master of the Dacca normal school holds indeed an exactly contrary opinion: he holds that it is only amongst the most liberally educated high caste men that we can hope to induce any to lead the way in leaping over the rules of caste. I confess that the high caste uneducated hangers on of landholders in the villages, appear to me at least as difficult to induce to engage in any useful work, as the most unfortunate failures that could be pointed at as results of high class education. It is no doubt true that a low caste man who succeeds in obtaining a high class education wishes to occupy a better social position on that account; but the number of such men is unfortunately at present very small indeed. If it were greater, and the road to wealth and honor were really open to every man in this country, there would perhaps be less difficulty in creating among the masses the much-longed-for taste for education.

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12. The Collector thinks the Government aid given to the Bangla Bazar school a waste of money.

This school may be considered almost an eleemosynary institution ; it enables a large number of poor boys to get a good education. It is on this wise exactly on a par with the Rashbehari School in Sylhet, but the Rashbehari School directly competes with (and increases the cost to Government of) the zilla school, whereas it is in the opinion of the Principal that the Bangla Bazar school does not in the least compete with the Dacca collegiate school.

The case of the Bangla Bazar school is so far rather a stronger one than that of the Rashbehari School. However, the Director of Public Instruction, about a year ago, under the financial pressure of the budget orders, had determined to withdraw aid both from the Rashbehari School and from the Bangla Bazar school. The Rashbehari School then appealed to His Honor, who decided that aid should not be withdrawn from it.

13. The Collector thinks it absurd to support by a Government grant a higher class English school at Teghoria, which is only two miles from the sudder ghât.

There is a school between Teghoria and Dacca, and therefore I infer the Collector's objection to be not against maintaining the school, but against the class of school.

I must explain (and I have done it nearly in every district report) that whether this is a higher class or middle class school is little more than a question of terms. If it were classed as a *middle class* school, it would claim under the grant-in-aid rules rather more money than it gets now. About ten per cent. of the boys only are in the two first classes at Teghoria, and the remaining 90 per cent. form now a large middle class school. But it will be objected the highly-paid masters kept, expend all their time on the two first classes, and the rest of the school is neglected. To this the reply is that, in the country schools, reading as higher class schools, the classes from the third downwards form a better middle class school than is to be found among the merely "middle class schools." Practically at Teghoria (and similar schools) they get a well-qualified head-master, and the mere fact of being a higher class school, gives a spirit to a village school; and though they generally fail in passing boys through the Entrance Examination, they make schools far above the average of minor scholarship schools.

In making these statements I should add that the whole pressure which the Education Department can bring to bear on these village schools is, (and has been ever since I have known Dacca) to induce the school managers in villages to content themselves with middle class schools and give up the higher class schools. Mr. W. S. Atkinson has always inculcated this view ; but if the Collector of Dacca will make the proposal to the people at Teghoria, Kalipara, Baliati, &c., to lower the class of their school, he will, I am sure, find that they will resist most strenuously.



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14. This leads me to the suggestion of the Collector that in certain higher class schools the Education Department should take away their grants, and distribute the money among schools of a lower class.

I may remark in passing that at present transfers of this kind are precluded by His Honor's No. 1275 of 13th April 1872.

But, further, in the grant-in-aid system, the Educational Department cannot determine what class of schools shall spring up. In the case of many of these higher class schools, the managers, as the Collector states, keep them as a matter of family pride: and if they are not allowed to keep a school classed as *higher*, they will give not a pice to any school at all. These schools practically do the work of middle and even of lower class schools, and it becomes a "question" whether we are to refuse to avail ourselves of money support offered for education on such terms. It must be recollected that the managers, who class their school as higher instead of middle, obtain a smaller proportion of Government money. The grant to Teghoria is Rs. 30 per month only: they might ask more if they classed themselves as middle class. Moreover, by classing itself as higher class, the school sacrifices voluntarily the precious right of competing for minor scholarships.

15. I proceed to the middle class education. The Collector sums up:—"It is doubtful if it is right to spend nearly seven times as much on these middle class schools as we do on primary education."

I should explain once more that a school is classed as middle class if the first class reads up to the scholarship standard. Taking these middle class Vikrampur schools, at least 80 per cent. of the boys, are reading in the third and lower classes, that is, the standard of a primary school. Indeed a large majority of our middle schools have actually an attached pathshala, and a great majority of the boys may never intend in such schools to read beyond the elements and never do. It is rather a weakness of these Vikrampur circle schools, that they tend to exhibit a small but excellent head taught by the circle pundit for competing for scholarships, a very large but somewhat neglected tail taught writing by the gurus and no middle.

If I were recasting the figures in table No. I. above, so as to show *not* the expense on primary schools, *but* the expense on primary education, I should be inclined to carry, at least, two-thirds of the expense on middle schools to primary education. The figures would then stand—

			Rs.
Total middle education	...	...	12,300
" primary education	...	...	21,000

The fact is, that there is no deficiency in the proportion of primary education offered the people by the Government education system; but the pupils who avail themselves of the offer mainly are the young children of the middle or lower middle classes, and not the masses.

16. I am not sure that I understand the remark of the Collector that, "he considers the remarks of the Deputy Inspector of Vikrampur

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regarding the ability of teachers, very damning to the system." The Deputy Inspector of Vikrampur, in the passages alluded to, is, as I understand, commenting on the deficiencies of those gurus, who are quite independent of Government influence, *i.e.*, the old indigenous pathshala gurus; and the Deputy Inspector of Vikrampur proceeds to show how by bringing the Government education system to bear on these gurus, their attainments might be improved.

17. The Collector remarks (in his concluding paragraph 19):—"It would appear that the masses are willing to be taught, if we give them the education they want in the way they want it."

I believe the case to be this: a very large number of village schools can be established, and can be filled with boys. In these the people practically pay nothing, and the Government everything; and this is "the way the people want education." But of the large number of boys who would fill such schools, I believe few would be ryots or fishermen; they would be the same classes who in the main fill our present low class schools.

18. I need not follow the Collector through his remarks on the report of the Manikganj sub-division: it is, no doubt, true that in a town a higher class school can be made self-supporting, because it is really a higher class school, and the boys even in the lowest classes hope to read up to the University Entrance Examination. But in the country a higher class school is really a middle class school, with one, two, rarely so many as five, boys reading on in the first two classes; and it would be perfectly impracticable to levy a fee in the lower classes of these schools that would make them self-supporting as higher class schools. The real truth at Baliati is, that it is a village middle class school, and that in order to maintain the dignity of his school and himself, the zemindar has actually come into Dacca, and hired a boy from the Pogose School to go and read his last year at Baliati as his Entrance Class.

19. Many of the general questions regarding vernacular scholarships, &c., raised by the Collector of Dacca, I propose to treat of in my divisional report, and therefore do not load my district report herewith. But in conclusion I feel bound to record my dissent from the Collector's assumption that "it does not do good to give a man a better education than he requires or wants."

I need not argue this abstract question here, as all these first principles require heavy treatment to be dealt with satisfactorily: there is a deal of preliminary work in getting the piles down very deep before argumentative superstructure can safely be got up. I have myself a distinct recollection of considerable pressure being put upon me to induce me to learn more than I wanted in those days. Perhaps the Collector was a very bookish boy, but I should not have thought it.

20. The subject of female education remains nearly where it was: the girls are married most frequently by 11 years of age, and rarely after 12. This limits what can be effected by girls' schools. In Vikrampur sub-division the number of girls at school has been reduced from

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114 to 58 during the year, which result the Deputy Inspector attributes to "private disagreement and the general apathy of the people towards female education." In Manikganj sub-division there never have been any girls' schools. In Dacca one school of new and more hopeful description has been opened at Hamchadi, where a high caste well-connected married lady, resident in the village, has commenced teaching a class in her own house. She has already 17 girls attending, of whom two are of 16, and one of 14, years of age. The school is open to inspection (receiving Rs. 10 per month from the circle fund), and two of these elder girls (of course married) responded to the Deputy Inspector's *viva voce* questions. The Deputy Inspector, nevertheless, says it is in his opinion utopian to hope that any relaxation of the rules which govern native society will ever be accepted.

21. The Deputy Inspectors of both Dacca and Vikrampur accordingly urge the system of zenana examination by circulation of printed questions, which has been tried in Dacca, Barisal, and Mymensing. This system outrages the prejudices of Hindus less perhaps than any other proposed; but even under this plan the orthodox party laid a plot and managed to get hold of and destroy a quantity of the examination papers. The plan is perhaps calculated to rouse a little ambition in the female mind, and so far deserves countenance. The two Deputy Inspectors go further and urge that it should receive Government aid in money. In my opinion no plan for female education is of any use that does not involve delaying marriage. For Government to subscribe to a zenana examination scheme, is virtually for Government to accept the imprisonment of women.

22. For extending education among the cultivating classes (mainly the Muhammadans), the Deputy Inspectors of Vikrampur and Dacca recommend a wide extension of the village school system to create schools, and at the same time the creation of a new class of scholarships of small value (Re. 1 and Rs. 2 per month), to be competed for at such schools. This amounts of course to Government paying both teachers and pupils; and if the scholarships were strictly limited to genuine ryots, I think it would succeed in proportion to the scale on which it was adapted. But unless very strict social restrictions were imposed on the competition for such scholarships, I doubt if the ryots would carry them off.

23. The three Deputy Inspectors have drawn comparisons between the indigenous pathsalas and the Government lower class schools, and they think that the indigenous pathsalas are more attractive to the masses than the schools more or less controlled by Government. The reasons are:—

1st.—The indigenous guru is supposed to keep school from 5 a.m. to 11 a.m., and again from 3 p.m. to 6 p.m. A boy attends the guru about two hours per diem, and chooses the two hours most convenient to him. The Government pathsala sits from 11 a.m. to 4 p.m., and the boys are expected to attend the whole time. The

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plan of the indigenous guru allows the boys to earn their daily bread as well as to attend school; while the Government plan does not give them time even to get breakfast without upsetting the rules of life of a poor family.

On this difficulty I may remark that there is no arbitrary rule for Government schools; they are to sit at the most convenient hours; and in fact many of the Government pathsalas sit at the same hours as do the indigenous pathsalas.

2nd.—In the indigenous pathsalas the boys learn only what they consider profitable; in the Government pathsala they are generally compelled to spend some time in geography and history, which they reckon as time spent on amusements.

On this I may observe that if the Education Department meddles with a pathsala, it has hitherto been with the object of improving it. This improvement has no doubt in the circle schools often been carried so far as to make the school ill adapted to the wants of the masses.

3rd.—The discipline in the Government pathsalas is very much stricter than in the indigenous pathsalas, where a boy drops in, sits down where he likes, and walks off when he is tired.

24. The Deputy Inspector of Dacca remarks on the great change which is being caused in the indigenous pathsalas by the competition of the improved pathsalas. In the old-fashioned guru pathsala you hardly saw a book; in the present unaided pathsalas you see nearly every boy with a bundle of books, and moreover these in as thoroughly Sanskritized Bengali as those used in any school. Not only are many of the new independent gurus boys educated in our schools, who teach entirely on our methods; but many of the old gurus have discarded "practice" and teach Rule of Three, &c., all upon strictly European methods.

25. The Deputy Inspector, Manikganj, remarks that it is exceedingly difficult to show any abstract causes why the Muhammadans are less given to education than Hindus. He doubts whether custom and fashion have not a great deal to do with it, and records (he particularly states that he does not accept) the opinion of an intelligent Mussalman on the subject, who said it was the simplest matter imaginable. Any Muhamadan would sooner be a tailor than a wretched school pundit, and sooner be a khansama than a Deputy Inspector of Schools.

26. The Dacca normal school is not under any of the Deputy Inspectors, and is therefore not noticed in their reports, nor by the Collector.

The Dacca normal school may be considered as the only high class vernacular school in East Bengal. The number of pupils at the end of the year was 150, of whom one-third were pay-students. The number of pupils passed the final examination for pundits during the year was 17, and they all obtained teacherships. It is shown by the head-master that for the last ten years very nearly all the scholarship-holding pupils of this school have taken to teaching as their profession, and are now serving as pundits.

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The present head-master, Dinanath Sen, received over charge of the school in the beginning of January last.

The study of Sanskrit has been prohibited in this school, and Dinanath Sen proposes to extend considerably the teaching of surveying. The boys in the school study trigonometry, (which it is the duty of the head-master to teach in Bengali out of an English book, now Todhunter), so that they are in a position to learn surveying to much better purpose than the zilla school boys. I examined the school in April 1872 and found that the first class has been taken through a good part of Todhunter's Mensuration, and that they can plot fairly to scale, and find areas of plane figures. There has been the difficulty that the school does not contain a single desk or table on which plotting can be done. The class has not yet been able to take the field, as the instruments have not arrived, but they are row on their way.

Babu Dinanath Sen is an amateur carpenter himself, and has taken great interest in mechanics and machines. During the three months he has been at the school he has formed a voluntary carpentry class among the normal school pupils, who have out of school hours gained through the instructions of an old native carpenter (a good workman) some notion of handling the elementary tools, saw, hammer, chisel, plane, gimlet, and of making neat work. This it must be understood has been amateur work altogether; but Dinanath Sen has forwarded a plan for attaching to this class some regular apprentices to be educated into working carpenters, and His Honor has lately been pleased to approve this.

The normal school is filled mainly by the very poor boys who pass successfully the vernacular scholarship examination, but whose means do not enable them to carry on their education in the higher class English schools. One of the difficulties at the normal school is, that the boys cannot afford to provide themselves properly with books; they depend largely on the oral teaching of the masters and on their note-books.

The boys being very poor, and their prejudices having been loosened in their hold on them by the benefit of a superior education, they supply a class whence cheap draughtsmen and surveyors, and possibly even carpenters, may be obtained. Instead of narrowing the usefulness of this school, I should like to see it developed into a sort of vernacular college for East Bengal, and attended by a great number of students besides those who intend to making teaching their profession.

*Letter from D. R. Lyall, Esq., Officiating Collector of Dacca, to the Inspector of Schools, South-East Division, Dacca. Dated Dacca, the 13th May, 1872.*

I received the reports of Dacca and Vikrampur on 1st May, and went over the greater part on 3rd. That of Manikganj has not been sent, and the Deputy Inspector being new, knows nothing of his district.

2. The previous Deputy Inspector has, I am told, been called on to submit the report.

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3. In both the districts of which reports have been received, there is an increase in the number of scholars notwithstanding the transfer of a number of schools to Manikganj.

4. Education in the Dacca circle seems to be in a healthy state. Of the five higher class schools four are unaided by Government, and with the exception of Khajeh Abdool Gunny's (C.S.I.) school which is free, the other three are practically self-supporting; as out of the total amount of receipts all but Rs. 239 are from fees and fines.

5. This shows, I think, conclusively that the natives of this district, or at least of the town, can, and will pay for a high class English education, as I have always considered they ought to do; and the grant to the Bangla Bazar school appears to be a waste of money, which could be better applied elsewhere.

6. The middle class schools are expensive to Government. Much more so in proportion than any other class. It appears to me that it is doubtful if it is right to spend nearly seven times as much on higher education in these middle class schools as we do on primary education. I have a strong opinion that a higher education should be paid for, and only specially clever boys receive such an education free by obtaining scholarships, from which, however, they should pay the full fees.

7. The amount locally raised for primary schools seems satisfactory, and in this circle about one-third of the whole educated are shown as belonging to the lower classes.

8. The Deputy Inspector urges an increase of scholarships, but it is a grave question whether there are not already enough scholarships for all really clever boys, who wish to rise and are naturally fitted to do so.

9. The Deputy Inspector admits that 95 per cent. of the boys remain at school solely in the hope of scholarships, and from what I have seen of the result of examinations, it is a question whether many of these boys would not have been doing better if learning some trade.

10. It is a delicate question; but I find that few boys, when they reach a certain standard of education, are willing to take to anything but *kalam pesha*, for which many are utterly unfit.

11. The suggestion in pages 44 and 45, regarding age limit appears to me utterly wrong and unfair, and will, I hope, meet with no encouragement.

12. In the Vikrampur circle education is certainly more common than in any part of Bengal. The whole circle consists of two thanas and an outpost (I believe), and there are more scholars than in most zillas.

13. Here, as opposed to Dacca, higher class schools do not pay. I do not see how they can. One, that of Kalipara, is worthy of help, because it is far from Dacca, and boys of that locality may have difficulties in obtaining education in the town, but it is otherwise with Teghoria. It is just two miles from the sudder ghât of Dacca, and it seems absurd to have a high class school where boys are stated to fail for

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want of proper books, when they have every advantages two miles off. The number of teachers in these two schools also seems excessive.

14. From the nature of the population of Vikrampur, there are necessarily a large number of middle class schools while, I regret to see there are practically no primary schools except pathshalas, which, however, educate over 1,000 boys.

15. There is no doubt, there are a great many respectable men of good family in Vikrampur, who cannot afford to pay highly for education; but there are also many who can afford to pay more than they do, and who are unfairly burdening the country with part of the expense of a good education for their children.

16. The Deputy Inspector's remark on pages 6 and 7 regarding the ability of teachers is, I think, very damning to the system. We are, in fact, insisting on qualifications in the boys which they have no means of obtaining, and there must be something wrong in this.

17. I note that the Vikrampur agrees with the Dacca Deputy Inspector regarding the increase of scholarships and age, and I have already expressed my opinion, but in this as in all else I have said I wish to be considered as an outsider, who, with but little knowledge of the working of the educational system, sees its results, and is dissatisfied with them without knowing how to better the system. I have, therefore, criticised each point that has appeared to me to be weak.

18. It is clear, however, in spite of much that is not wholly satisfactory, that education is increasing, and that even the lower classes, particularly in the Dacca Division, are being touched.

19. Looking at the Dacca Inspector's remarks in page 51 and following pages, it would appear that the masses are willing to be taught, if we give them the education they want in the way they want it, and the suggestions thrown out on this point by both Inspectors seem valuable.

*On the Manikganj Deputy Inspector's Report from Mr. Lyall's second letter.*

This is the most backward part of the district as regards education, both in numbers and quality, when its population is taken into consideration.

There are, actually, fewer schools in the north of the district, but the population there is very sparse, while in this district, it is rather dense.

The Muhammadans are excessively ignorant; and though many call themselves Ferajees, they are in many respects half-Hindus.

The Deputy Inspector's remarks, regarding the high schools, seem worthy of attention. It seems hard on the general tax-payer, that schools should be kept up "to satisfy the ambition of the managers rather than supply the wants of the people;" as a Scotchman I am accustomed to see cheap education; but it does seem going too far to give an education, such as is afforded by a higher class school for Rs. 5 a year, as is done at the Baliati school, where the highest fee is eight annas a month, and there are, I presume, two months' holidays.

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As I remarked in going over the Dacca Inspector's report, I see no reason why higher class schools should not be self-supporting.

They are so when they are required; it is only when such schools are established in excess of the demand that they require propping by Government.

The middle class schools seem also, as a rule, in a bad state in this division, and, judging by the remarks of the Deputy Inspector, it is a low class of education that is in demand here.

This district does not, like Vikrampur, supply teachers, Government officers, and vakeels to half Bengal. It is rather a district of khansamahs and agricultural laborers, and a lower class education is in demand; and this is, what it appears to me, Government should afford.

It does not do good to give a man a better education than he requires or wants; and I would suggest to the Inspector of Schools that he should look into the state of the middle and higher class schools, and transfer the surplus grants to schools of a lower class, such as afford an education suited to the future wants of the boys.

## DISTRICT FARIDPUR.

1. The present report includes the area of the Faridpur administrative district. The area under the Faridpur Deputy Inspector of Schools coincides with this except that it does not include Pangsa Thana lately transferred to this administrative district.

2. The annexed table (Table No. I) gives the information required by paragraph 4 of Government letter No. 1222:—

TABLE I.

CLASS OF SCHOOLS.		Number of Schools.	Number of Masters.	Amount of Fees & Fines realized.	Amount of Government Grant.	Amount of Subscription or Endowments, &c.	Total Outlay on the School during the year.	Number of Scholars, 31st March.	Average Daily Attendance.
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		
Higher Class	Government..	1	7	1,814 13 0	2,477 1 9	.....	4,291 14 9	153	100
	Aided .....	...	...	.....	.....	.....	.....	...	...
	Unaided .....	...	...	.....	.....	.....	.....	...	...
Middle Class	Government..	1	1	40 7 0	235 5 0	40 0 0	282 8 0	24	17
	Aided .....	29	59	2,463 10 6	3,969 8 4	4,326 2 2	11,307 6 0	1,317	927
	Unaided .....	5	8	201 1 0	.....	463 13 0	749 9 0	183	141
Primary	Government..	...	...	.....	.....	.....	.....	...	...
	Aided .....	11	16	292 4 0	621 13 0	.....	1,394 5 6	383	253
	Pathshala .....	6	6	360 0 0	389 0 0	.....	748 0 0	198	135
Normal	Government..	...	...	.....	.....	.....	.....	...	...
	Aided .....	...	...	.....	.....	.....	.....	...	...
	Unaided .....	...	...	.....	.....	.....	.....	...	...
Girls'	Government..	...	...	.....	.....	.....	.....	...	...
	Aided .....	1	2	.....	240 0 0	226 0 0	466 0 0	14	11
	Unaided .....	...	...	.....	.....	.....	.....	...	...
Total		55	100	5,196 3 6	7,931 13 1	5,136 15 2	19,326 11 3	2,311	1,498



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I should explain that this is a classification according to schools and not according to scholars. The boys writing on plantain leaves in the lowest classes of a middle class school swell the numbers of the boys in middle class schools: and the girls reading in pathshalas (39 in number) are included in the 579 boys reading in primary schools.

3. The annexed table (Table II) shows the race and creed of the boys:—

TABLE II.

CLASS OF SCHOOLS.				BENGALIS.				OTHERS EU- RASIAN, &C.	TOTAL.
				Hindus.	Muham- madans.	Chris- tians.	Total.	Christians.	
Higher Class	{ Government...	...	...	147	7	1	153	.....	153
	{ Aided	...	...	.....	.....	.....	.....	.....	.....
	{ Unaided	...	...	.....	.....	.....	.....	.....	.....
Middle Class	{ Government...	...	...	23	1	.....	24	.....	24
	{ Aided	...	...	1,316	100	1	1,317	.....	1,317
	{ Unaided	...	...	169	24	.....	193	.....	193
Primary	{ Government...	...	...	.....	.....	.....	.....	.....	.....
	{ Aided	...	...	288	84	1	383	.....	383
	{ Pathshala	...	...	165	31	.....	196	.....	196
Normal	{ Unaided	...	...	39	3	.....	42	.....	42
	{ Government...	...	...	.....	.....	.....	.....	.....	.....
	{ Aided	...	...	.....	.....	.....	.....	.....	.....
Girls'	{ Unaided	...	...	.....	.....	.....	.....	.....	.....
	{ Government...	...	...	.....	.....	.....	.....	.....	.....
	{ Aided	...	...	10	.....	4	14	.....	14
Total	{ Unaided	...	...	.....	.....	.....	.....	.....	.....
	{ Government...	...	...	.....	.....	.....	.....	.....	.....
	{ Aided	...	...	2,044	260	7	2,311	.....	2,311

4. The printed form appended to this district report gives the social position of the boys. The abstract result is—

Of the upper class	...	0
„ middle	...	1,316
„ lower	...	994
Unknown	...	1
		<hr/> 2,311 <hr/>

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The table (Table III) here given shews the race and creed of the teachers.

TABLE III.

CLASS OF SCHOOLS.				BENGALIS.				OTHERS, RU- SIANS, &C.	TOTAL.
				Hindus.	Muham- madans.	Chris- tians.	Total.	Christians.	
Higher Class ...	{ Government	...	...	7	.....	.....	7	.....	7
	{ Aided	...	...	.....	.....	.....	.....	.....	.....
	{ Unaided..	...	...	.....	.....	.....	.....	.....	.....
Middle Class ...	{ Government	...	...	1	.....	.....	1	.....	1
	{ Aided	...	...	59	.....	.....	59	.....	59
	{ Unaided	...	...	7	1	.....	8	.....	8
Primary	{ Government	...	...	.....	.....	.....	.....	.....	.....
	{ Aided	...	...	16	.....	.....	16	.....	16
	{ Pathshala	...	...	6	.....	.....	6	.....	6
Normal	{ Unaided	...	...	1	.....	.....	1	.....	1
	{ Government	...	...	.....	.....	.....	.....	.....	.....
	{ Aided	...	...	.....	.....	.....	.....	.....	.....
Girls'	{ Unaided	...	...	.....	.....	.....	.....	.....	.....
	{ Government	...	...	.....	.....	.....	.....	.....	.....
	{ Aided	...	...	1	1	.....	2	.....	2
	{ Unaided	...	...	.....	.....	.....	.....	.....	.....
Total				98	2	.....	100	.....	100

5. The zilla school has attained under the present head-master a very satisfactory standard : and the numbers are more already than the house can accommodate. As Government has just issued its decision concerning the school-house, it is perhaps not proper for me to add any comments to the remarks of the Collector on the subject beyond stating that his opinion is fully shared by the Local Committee of Public Instruction.

The Local Committee of Public Instruction, in their annual report give some interesting analyses of the pupils. It appears that 58 per cent. of the boys in the zilla school are natives of the district and 42 per cent. denizens, doubtless mainly the children of pleaders and Government servants. The average age of the boys in the several classes is given, viz. :—

1st class.	2nd class.	3rd class.	4th class.	5th class.	6th class.	7th class.
17½	17	15½	14½	14	12	10½

6. The inspected schools give boys and girls at school 2,311 out of a population according to the last census of 880,000. The Deputy Inspector says that the indigenous gurus are in this district mostly old men who cannot earn a livelihood by any other means, that their pathshalas are so small and so ephemeral that it is quite impossible to

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form any statistical account of them. He thinks the Muhammadan teaching by munshis of despicable amount and confined merely to the inculcation of a few senseless or injurious superstitions and his opinion is fully borne out by the remarks of the Collector in his report hereto appended. In this admirable report of the state of so-called Muhammadan indigenous education the fact is brought out that it is of so thoroughly unsound a character that it is quite useless to think of building any useful system of education on such a foundation. This is quite my own view of the munshi and maulvi education.

7. There remains the indigenous education obtained by the Hindu trader boys mostly Shahas. In most cases their parents send them to sugar-factories or shops where in return for their labor, they pick up from the gomastas the elements of writing and accounts. That the trader parents mostly prefer this plan even when a regular school is conveniently close both the Deputy Inspector and the Collector attribute to the close-fistedness of the Shaha class.

8. Making every allowance under these heads the Local Committee of Public Instruction estimate that we have not more than 3,000 boys at school out of 80,000 who ought to be at school. In my former visits to Faridpur I have found the schools generally in a very poor condition: the number of boys in the circle schools even has always been very small. The description by the Collector of the two great classes the Chandals and Muhammadans which make up the population of the district offers an explanation why the district is so much behindhand in education to Jessore on the one hand and to Vikrampur on the other.

9. The Collector criticises the headings of the tabular return of social position drawn out and used by the Education Department. He considers it puts far too many into the middle (instead of lower) class of society especially where it classs all jotedars holding land less than Rs. 3,000 annually into one class and that the middle.

The Deputy Inspector has reported on the same subject and has analyzed minutely the circle school boys' social position: he can confidently say that of their parents 116 classed as jotedars, not even 16 get so much as Rs. 300 a year even from their estates: many of them get only Rs. 40 a year or even less.

Still, I take it that such jotedars would not be considered exactly to form the masses, and I believe the educational classification of social position was drawn with the greatest care so as not to show more mass education than genuinely exists.

10. The Collector remarks that either circle schools or village schools are well adapted for spreading education among the masses and that the invention of no new type of school is necessary to reach them. All that is necessary for the spread of the village schools is that Government should find more money. This is what I have urged frequently elsewhere. The Collector proceeds to speak of compulsory education: on this matter I reserve my remarks for my general divisional report as they apply to all.

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11. The Chandals are it is clear much the more hopeful part of the Faridpur population for educational progress. The Muhammadans will be very difficult to deal with observes the Collector. The Local Committee of Public Instruction observe that it is not surprising that the lower classes of Muhammadans continue to reject every form of useful education provided while the richer members of their community continue to set them so bad an example. This is the view which the educated Muhammadans have always pressed upon me: they at least accept thoroughly the infiltration views upon education.

12. The one girls' school is in Faridpur station to which the Government officials send their female infants up to eleven or occasionally twelve years of age.

The Collector enforces concerning the advantages of encouraging the girls reading in the boys' schools what I have urged for several years.

The only girls we get in our girls' schools are so young that, if not in school they are playing with the boys. In a girls' school there is no object, no discipline: the pundit is careless what the girls learn and the only way of providing that they are not neglected in school, is by arranging that they shall sit in class with the boys. The number of girls already attending the Faridpur primary aided schools (39) shows that there can be no real prejudice on the part of the people against the plan. It is of course a highly economical one, for the mixed school costs Government no more than a boys' school.

13. The Collector has fallen into some slight error in thinking that the Education Department gives "head-money" for boys but not for girls. The fact is no part of our payment is given by head-money: but we encourage the pundits in every way to get girls into the inspected schools of every class and I always show special favor to all pundits who succeed in so doing. Every girl counts as a boy in the numerical strength of the pathshala.

But the custom of the country is that a schooling fee is paid by every boy, but no schooling fee is got for a girl. This doubtless is what the Collector refers to. The gury thus has no interest in getting girls into his pathshala, except so far as it increases his numerical strength and may please the Deputy Inspector.

I think we might perhaps attempt something here. I would suggest that for every girl who attains to reading easy Bengali, writing and the first four simple rules of arithmetic, Government should pay a substantial prize, say Rs. 10 at least. The Education Department may in each case decide who is to get the money: in village pathshalas it will be the guru of course; in other cases where there is more than one teacher employed some division would be necessary. In making this suggestion I calculate the number of girls would for many years be so very few that the Department will be able easily to carry out the payment by result plan: it will be possible that is to examine fully every girl in respect of whom a teacher

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claims his Rs. 10. Secondly, I assume in fixing Rs. 10, or even Rs. 20, that Government will get at least double as much for its money as it gets now for its grant-in-aid to girls' schools. Lastly I think we may assume that it is unnecessary *at first* to provide any particular fund on which these "rewards for passed girls" need be budgeted: the sum spent will be insignificant I fear, and for the present may be thrown on the circle funds or on the departmental general savings.

14. The Collector remarks on the distribution of the Engineering and Medical College scholarships:—

With the Engineering College scholarships I have nothing to do.

As to the Medical College scholarships, so far from Dacca and Vikrampur getting too large a share, they would probably get all if I distributed these scholarships strictly by examination: but I do distribute them somewhat arbitrarily so as to give extra encouragement to the outlying districts.

In each year I have only three scholarships and two free studentships in the licentiate class to distribute. At the last distribution, no Vikrampur boy got anything and only one Dacca boy. Out of a 100 candidates there were but two Muhammadans and as this Muhammadan Dacca boy was a well-qualified candidate I awarded him this scholarship on that ground.

*From W. S. Wells, Esq., Collector of Faridpur, to the Inspector of Schools South-East Circle, Dacca.*

In accordance with Government letter No. 1222, dated 8th ultimo I have the honor to transmit the reports of the three Deputy Inspectors of Schools having reference to several portions of this district under their supervision (one has already been sent to you with a separate report) also a report for the whole district embodying the information which these several returns supply.

2. The larger part, in short almost the whole of the zilla, is under Babu Raj Mohan Dé, and Pangsa and the small tract under the Backerganj officer should be added to this major portion of the district to allow of one Deputy Inspector for the whole of it.

3. In the column of remarks I have added the yearly cost of education of each pupil and the portion borne by Government.

4. The schools under Babu Kristo Nath Banerjea appear in a very unsatisfactory condition generally. I forward you the copy of his report No. 204 addressed to the Inspector of Schools North Central Division, which he has sent me for information together with copy of my letter to the Inspector of Schools, North Central Division.

5. In order to give you a fair view of the progress of education in the district I have the pleasure to add a table shewing the population reported by the last census in each thana and the percentage being educated in schools or pathsalas supported or aided by Government or by private means entirely.

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6. Unfortunately Faridpur is mainly peopled by Muhammadans who occupy the north and Namashudras or Chandals who inhabit the south.

7. Both races are averse to education the former from prejudice and bigotry unless it assimilates with their tenets, is administered in their own superficial method and by their own wretched agents: and the latter, an outcasted Hindu sect improperly ranked by their co-religionists little if any better even than the sweeper caste, a placement which I regret to say has met our concurrence, from a long course of oppression and dependence and a tenacious impression received as tradition that they must do as their predecessors have done. These latter are too crushed to rise and believe that no help can be intended for them, they cannot conceive any interest being extended to such as they are and only look forward to live and die in the position in which Providence has placed them.

8. Unfortunately the middle class in this district, excepting to the north, is very poor and although numbers are anxious to send their children to school they have not the means to set up schools without help. Five new schools have been started but they only live in the hope that Government will ultimately aid them.

9. Moreover the more wealthy zemindars are absentees, and the sub-division and sub-infeudation of landed property has done much to create a number of poverty-stricken men who call themselves talukdars, are ashamed to dig and remain a check to all progress or improvement, living from hand to mouth on the miserable pittance their inheritance provides. Pangsa, Goalundo and perhaps Belgachi are an exception to these remarks. Those who are not connected with the land are traders and money-lenders (Saha caste) and these, probably the richest residents of the district, are as a rule a very close-fisted penurious class who consider their children only require to obtain a small acquaintance with writing and arithmetic necessary to keep shop. These men send their children to sugar-factories where in exchange for the labor the brats may perform the gomasta gives them some little idea of reading writing and accounts.

10. Every Muhammadan landed proprietor of the least pretension who can afford it retains a "munshi" on a salary of say one rupee a month in addition to food and clothing. This man helps to swell his master's train and does odd jobs of reading and writing or accounts. He teaches the children of the house and some outsiders and is as a rule a mere sycophant and his education of the very smallest amount and the most useless character. With the Muhammadans it will be very difficult to deal. They are impressed with a notion that it is unlucky not to commence education by acquiring the Koran, and this book they read in Arabic a language their teacher understands little or nothing of; so all their time is wasted in getting by heart sentences of which they do not know the meaning and learning to read pages of the book which they do not understand. This is no easy task and the greater portion of

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their youth is thus frittered away. Moreover this system renders them an easy instrument in the hands of any designing fanatic who interprets these passages as he may please.

11. It is not surprising under these circumstances that education fails to reach the masses or that the grant-in-aid system penetrates no further than the poorest of the middle classes.

12. Moreover the upper classes are opposed to the lowest being taught at all. All learning has been a matter of caste and as one is a soldier blacksmith or potter by descent so a Brahmin and Kaist deem education to be strictly their inheritance, and in losing the thorough co-operation of the rich and respectable Government fails to reach the ordinary ryot, for oppressed as he may be the latter looks to the former to interpret every action of the foreign race which rules them.

13. The only way then to reach the lower strata is for Government to act without assistance to insist on every teacher being licensed and to make education compulsory.

14. Normal schools might be set up in every district headquarters where all who wished to follow the calling of a "village teacher" might be educated, without charge, and after an examination receive a certificate enabling them to set up a school and teach.

15. Every boy in every village should be required to attend in the village school until passed and the Deputy Inspector should examine these in the three R's.

16. These schools might be pathshalas on the circle system or having a certificated teacher attached to them alone, according as the number of pupils rendered one or other course advisable but the education should of course be gratis.

17. With the Muhammadans I have no doubt it would be sufficient if the certificated teacher was a member of their own faith.

18. With the Chandals, the barrier would be broken when education free of all charge was thus brought to their very doors.

19. What militates greatly against all educational operations is the physical condition of the country during a great part of the year when the district is more or less covered by water. In the south the inundation renders it impossible to move except in boats and a poor family which may own only one skiff requires it to go to market and to carry on the daily avocations of its principal members.

20. I have a few remarks to make on special schools. My report as Secretary to the Local Committee of Public Instruction in this district has already told you what my opinion is of the Government school. To start it fairly it is absolutely necessary that Government should help liberally towards the erection of a good house. The existing one was only intended as a very temporary shelter. There is not sufficient room for the number who already go, and more cannot be received. The floor is damp, the rooms small and ill-ventilated and the place low.

21. The following is a comparison of the cost of each pupil in the schools under Deputy Inspector Babu Raj Mohan Dé with the

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average given for the last two years by the Director of Public Instruction :—\*

AIDED SCHOOLS, GENERAL.	1869-70.		1870-71.		1871-72.	
	Annual cost of each student.		Annual cost of each student.		Annual cost of each student.	
	From Imperial Funds.	Total.	From Imperial Funds.	Total.	From Imperial Funds.	Total.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
<i>For Boys.</i>						
Higher class English ...	5 11 3	20 15 10	6 13 5	16 13 6	19 11 0	33 0 1
Middle class ditto ...	5 9 10	15 5 4	6 8 5	11 2 4	11 12 3	14 2 0
Middle class Vernacular ...	3 1 7	7 5 3	3 6 8	4 11 9	3 6 5	8 13 4
Lower class ditto ...	1 13 5	3 2 7	2 0 8	1 6 11	1 4 1	2 15 4

22. This shows that although the higher class English has been more expensive, the middle and lower vernacular classes have been cheaper and the middle class English about the same charge.

23. I regret to say that the Ghoshpur school is still falling off and doing very badly in consequence of the pundit being too orthodox and too old. He should be at once removed or the school will collapse.

24. The vernacular school at Faridpur is most popular and very flourishing and deserves every encouragement.

25. I regret to learn that some schools in the Goalundo subdivision, the one at Goalundo among the number, are not getting on satisfactorily. I go there shortly and will look into the matter. As regards the one at Goalundo, the cause of its failure is that the Committee have spent more on the house than has been subscribed for the purpose.

26. Pathshalas and circle schools would, I feel sure if properly supervised be an immense success. True, Deputy Inspector Babu Kisto Nath Banerjea reports the certificated gurus, as indifferent and apathetic, but he does not appear himself to be able to keep them up to their work. Paid as they are by Government it is very easy to mulct them when they are lazy and inefficient.

27. A most important matter is the success accompanying female education when the girls attend the same circle schools and pathshalas as boys. No evil can follow as the former are mere children and were they not at school would be romping indiscriminately together in the village hat. On the other hand the incentive to progress is found to be much greater when they compete in one class with boys. I regret to learn that the teachers receive head-money for male pupils only and not for these girls. I cannot understand the principle on which the exception is made but it appears to me a very grave and serious mistake. On the contrary I would recommend a larger reward for the girl than the boy if any difference is necessary.

28. I should like to have had time to draw out a map of the district showing where each school was situated colored according as it

\* No figures are given for Faridpur hence the comparison is incomplete.



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was higher, middle, lower class or circle school. It would with the tables I have sent you give you a good idea of the progress of education in the district, but this I must leave to another year.

29. Another recommendation I have to make is, that civil engineering might with advantage be taught in the zilla schools, and scholarships be granted tenable in the Calcutta Civil Engineering College.

30. While on the question of scholarships I beg to suggest that some more equal system be adopted of apportioning scholarships in the Medical and Civil Engineering Colleges to districts say according to population. As it is they are absorbed mainly I am told by boys from Vikrampur and Dacca who are more favorably placed in the race.

31. In conclusion I may add that some of the columns in the table headed "social position" hardly appear to me to convey a sufficiently accurate idea of the *status* of the persons represented. For instance under heading "estates," Rs. 3,000 a year is a large income in this country yet all below that sum are massed together. There appears too, no reason for classifying lakraj holders separately as a man may have debuttur that brings him in Rs. 10 a year or Rs. 10,000. Again, purahits, mallas, and gurus, should not be ranked in the first class of professions nor ghattaks and lower artists with writers, naibs, surveyors and native doctors who are very respectable and often draw a large salary. Lastly, in the table of caste and creed Christians should rank before Hindus and Muhammadans and not next to aborigines.

NAMES OF POLICE STATIONS.	Number of Males above 12 years of age.	Number of Females above 12 years of age.	NUMBER OF CHILDREN UNDER 12 YEARS OF AGE.		NUMBER OF PUPILS ON THE ROLLS OF SCHOOLS ON 1ST JANUARY, 1872.	
			Boys.	Girls.	Boys.	Girls.
Saddarpur ... ..	17,535	23,094	11,487	8,097	233	.....
Deorah ... ..	30,910	42,880	20,602	18,117	528	1
Muxudpur ... ..	41,576	46,907	25,112	20,491	303	2
Belgatchi ... ..	29,413	31,769	14,413	11,393	281	.....
Bushna ... ..	33,879	43,661	18,145	14,500	521	1
Pangsa ... ..	38,293	49,971	22,632	17,069	436	12
Goalundo ... ..	30,697	30,720	15,264	11,009	375	.....
Ainpur ... ..	32,917	39,744	16,330	13,003	62	2
Gopinathpur ... ..	28,836	33,083	19,668	15,621	111	4
Faridpur ... ..	23,083	25,691	12,230	9,636	398	15
Total ... ..	312,078	367,289	175,992	141,505	3,147	37

*From W. S. Wells, Esq., Collector of Faridpur, to the Inspector of Schools,  
North Central Division.*

I have the honor, in accordance with the Lieutenant-Governor's circular orders on the subject, to report as follows on copy of a report

*Dacca Division—Faridpur District.*

No. 204, addressed to you by the Deputy Inspector of Schools, Babu Kisto Nath Banerjea, copy of which has been sent to me by the latter officer.

2. The report appears to me very weak, and conveys very little information.

3. The aided schools are very expensive, and, according to the Deputy Inspector, two of the four not satisfactorily conducted. Notwithstanding this, each pupil costs Rs. 17-5-9. per annum, against Rs. 9-12-9, the average of the district.

4. The Deputy Inspector complains that the certificated teachers do not work so well as the old guru mohasoys, but does not say what he has done to make the former work better, or how they fail, for fail they must in their duty when the people prefer schools which, as far as I understand, have no advantages, or the Deputy Inspector would have named them beyond the greater energy displayed by their masters. The condition of these schools presided over by certificated teachers does not appear to distress the Deputy Inspector, and he does not say if he has visited or inspected any of them. The master should be fined and punished.

5. The first portion of his letter would be better expunged, for it is mere waste of time reading it. His tract within this district is simply Pangsa Thana.

6. In his 3rd paragraph he says, he has no respectable zemindars, whereas the fact is he has several very respectable persons of that and other classes, viz.,—Mir Koirati Mir, the Sandhyals of Korakdi, &c. He further says, they give no assistance, whereas Mir Koirati Mir not only keeps up a dispensary at his own expense, but pays for a very fairly conducted school entirely himself. He is a most liberal and worthy country gentleman, and it shows how utterly ignorant the Deputy Inspector is of the tract under his supervision that he is not acquainted with him.

7. There are many persons whose means are above Rs. 500 in Thana Pangsa; and his description of the habits and customs of the middle classes is absurd, and has nothing to do with the subject on which he has to write.

8. I do not know what special favor the Deputy Inspector expects from police officers that he did not obtain, so far as the Pangsa Sub-Inspector's interest in education goes. I remember he requested me to remove the school to near his thana, promising that more boys would go to it; but I refused to interfere, as the Bahus in whose house it is conducted are very interested in its welfare, and would feel slighted.

9. Baliakandi is not a thana, but an outpost of Thana Pangsa, the Deputy Inspector might have known this, considering how small his circle is.

10. In conclusion, I have to remark that the copy of the Deputy Inspector's letter under reference, sent to me, is very carelessly prepared,

*Reports of Inspectors of Schools.*

and from it it appears that the original is wrong in some particulars, for instance, in the percentage of cost to Government of each pupil.

11. The Deputy Inspector's report is so meagre that this is all that I can say about it. I strongly recommend that Thana Pangsa be taken from him and made over to Babu Raj Mohan Dé, the Deputy Inspector of Faridpur, from the beginning of this year. With only Comercolly and Pangsa to look after, Babu Kisto Nath Banerjea has very little, I should think, to do, and does that little badly.

12. I have submitted a general report on education in this district to the Inspector of Schools for the South-East Circle, in which the major portion of the district lies.

*From W. S. Wells, Esq., Collector of Faridpur, to the Inspector of Schools, South-East Division, Dacca.*

I have the honor to forward herewith, in original, the report of Babu Sarada Prasad Ray, Deputy Inspector of Schools, Barisal with the following remarks.

2. The cost to Government of the middle class English school for each pupil, per annum, is Rs. 1-4-8 only, whereas that of the lower class vernacular is Rs. 7-8-11. The total average cost of each pupil in the former, for the whole district, is Rs. 9-3-4, and in the latter is Rs. 15-2-2 a year: the difference appears extraordinary, and requires explanation.

3. The Deputy Inspector does not say if he has taken any steps to restore the Khaliza school upon a more satisfactory basis. It would appear that there is every hope of such an effort being successful in the hands of an energetic and intelligent officer.

4. Paragraph 5 details what the Deputy Inspector does when he visits the schools; but it would have been more satisfactory if he had specially stated what schools he inspected of those mentioned in this report, and with what results.

5. The Deputy Inspector does not state whether there are any private pathshalas, or the reason for so small a percentage of Muhammadans attending. As regards the latter, I take the reason to be the comparative paucity of Muhammadans in the south, which is mostly populated by Namasudras or Chandals, low castes of Hindus, or rather outcasted Hindus.

6. It may be that the physical disadvantages of the inundation and swamp during the great part of the year interfere with education, and that consequently there are few or no pathshalas in this small tract.

7. I am of opinion that this tract should be at once placed under Deputy Inspector Babu Raj Mohan Dé, who has charge of the body of the district.

8. My general remarks and recommendations will be found in my report on the whole district to the Inspector of Schools, South-East Division.

*Dacca Division—Faridpur District.*

*From the report of Baboo Bhudeb Mukherji, Inspector of Schools, North Central Division.*

**FARIDPUR (PANGSA THANA ONLY).**

On the removal of the sub-divisional head-quarters from Kumarkhali to Goalundo, the more easterly portion of that old sub-division which constitutes the Thana of Pangsa was added to the Faridpur district just as Kumarkhali itself was joined to the district of Nuddea. The district of Faridpur belongs to the South-East Educational Division.

The statistics of the schools within the jurisdiction of Pangsa Thana are given in the annexed table:—

	No. of Schools.	Amount of fees realized.	Government grant.	Subscription, &c.	Total outlay.	No. on the rolls at the last day of the year.				Average daily attendance.
						Hindus.	Muhammadians.	Others.	Total.	
Higher English ...	...	R. A. P.	R. A. P.	R. A. P.	R. A. P.	...	...	...	...	...
Middle ditto, aided ...	4	316 1 0	707 5 4	1,108 13 8	2,187 2 0	141	5	...	146	75
Primary ditto, ditto ...	6	350 0 0	360 0 0	.....	716 0 0	144	31	...	175	115
Girls' ditto, ditto ...	*	4 0 0	28 0 0	.....	32 0 0	21	...	...	21	10

\* Two girls' classes are attached to pathshalas.

The social position of the pupils and their caste are given in the two tables subjoined:—

*Social Position of the Pupils.*

NATURE OF SCHOOLS.				Upper.	Middle.	Lower.	Total.
Middle English ...	...	...	...	...	114	32	146
Primary Vernacular ...	...	...	...	...	48	127	175
Girls' Schools ...	...	...	...	...	21	...	21
Total ...				...	183	159	342

*Caste and Creed of the Pupils.*

NATURE OF SCHOOLS.	HINDUS.										MUSALMANS.			ABORIGINES.										Grand Total.
	Brahmins.	Khetris.	Bodys.	Kaithos.	Noboraks.	Kaiborthas.	Sonarhumias.	Others.	Doms, &c.	Total.	Sias.	Sunnis.	Total.	Christians.	Budhists.	Kuls.	Gonds.	Santhals.	Nagas.	Kacharis.	Others.	Total.		
Middle English...	69	...	2 21	38	...	...	...	11	141	...	5	5	...	...	...	...	...	...	...	...	...	...	...	146
Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
'Girls' ...	8	...	9	4	...	...	...	...	21	...	...	...	...	...	...	...	...	...	...	...	...	...	...	21
Total	77	...	2 30	42	...	...	...	...	162	...	5	5	...	...	...	...	...	...	...	...	...	...	...	187

*Reports of Inspectors of Schools.*

Babu Krishna Nath Banerji, one of the Deputy Inspectors of Jessore, has charge of schools in Jessore, as well as of the schools in the parts of the Faridpur and Nuddea districts which have been reported on elsewhere. I must mention here that the Collector of Faridpur wrote very strongly in disparagement of this Deputy Inspector's report of the part of his circle, which went to him. As that report was not sent to me, I was unable to judge of the grounds on which the disparaging remarks were made. One of these grounds, at least, I know to be wrong. The Deputy Inspector is accused by the Collector of not knowing some of the wealthy people in his circle, such for instance as Mir Mohamed Ali *alias* Khayrati Mia, of Pangsa and the Sandyls of Korokdi. But the fact is, Mir Mahomed Ali, when on a visit to me, mentioned the Deputy Inspector in terms of commendation. Mir Mahomed Ali placed but the other day at the disposal of the Deputy Inspector a silver medal, to be awarded as a prize to the best English essayist in this Deputy's circle. As for the Sandyls of Korokdi, I can bear testimony to his close personal acquaintance with them. When I was at Korokdi with him, I saw that he was quite at home among them. But I must say again that I have not seen the Deputy's report on which the Collector's remarks are based, and likewise add that Babu Krishna Nath Banerji, however efficient he may be as a Deputy Inspector (and he has chiefly Bengali schools to look after), is anything but a good English scholar, and may have therefore made himself misunderstood by the Collector.

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*Dacca Division—Backerganj District.*

## BARISAL DISTRICT.

*From the report of Mr. C. B. Clark, M.A., Inspector of Schools, South East Division.*

1. The boundary of the educational district of Barisal has always coincided with that of the administrative district of the Collector; but the Educational Department has not yet transferred Mulfutganj Thana (lately added to the Collectorate of Barisal) to the charge of the Deputy Inspector of Schools in Barisal, because the number of schools in his charge is already large, and the addition of this extra large thana will probably entail the appointment of an additional Deputy Inspector of Schools.

2. The annexed table gives the information required by paragraph 4 of letter No. 1222 of Government of Bengal:—

TABLE I.

CLASS OF SCHOOLS.	Number of		Amount of fees & fines realized.	Amount of Government grant.	Local subscriptions & endowment.	Total cost.	Number of Scholars on 31 March 1872.	Average daily attendance.
	Schools.	Masters.						
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Higher Class ...	Government..	1 11	6,816 14 0	316 0 0	1,142 0 6	8,274 11 6	355	267
	Aided .....	...	.....	.....	.....	.....	...	...
	Unaided .....	...	.....	.....	.....	.....	...	...
Middle Class ...	Government..	3 5	53 15 0	786 4 0	.....	828 3 0	116	69
	Aided .....	58 147	4,688 15 6	10,279 15 8	10,485 10 1	26,696 7 9	2,905	1,990
	Unaided .....	5 7	56 15 9	.....	629 12 0	669 1 6	183	123
Primary ...	Government..	...	.....	.....	.....	.....	...	...
	Aided .....	8 11	224 11 0	519 2 0	107 0 0	858 13 0	255	179
	Unaided .....	2 3	76 8 0	.....	175 8 0	253 0 0	156	97
Normal Schools	Government..	...	.....	.....	.....	.....	...	...
	Aided .....	...	.....	.....	.....	.....	...	...
	Unaided .....	...	.....	.....	.....	.....	...	...
Girls' Schools ...	Government..	...	.....	.....	.....	.....	...	...
	Aided .....	8 8	23 6 0	424 0 0	453 10 0	1,077 0 0	82	52
	Unaided .....	2 2	10 14 0	.....	140 0 0	150 12 0	20	8
Total ...	87	194	12,153 3	312,325 5 8	13,133 8 7	38,742 0 9	4,072	2,775

3. The table appended in printed form to the end of this district report gives the details of the social position of the boys. The abstract is—

Of the higher class	...	3
" middle "	...	3,109
" lower "	...	960
Total	...	4,072

*Reports of Inspectors of Schools.*

4. The annexed table gives the race and creed of the school boys :—

TABLE II.  
*Race and Creed of Pupils.*

CLASS OF SCHOOLS.	BENGALIS.				OTHER EUASIANS, &c.	TOTAL.
	Hindus.	Muham- madians.	Chris- tians.	Total.	Christians.	
Higher Class ... { Government... ..	314	35	6	355	.....	355
{ Aided ... ..	.....	.....	.....	.....	.....	.....
{ Unaided ... ..	.....	.....	.....	.....	.....	.....
Middle Class ... { Government... ..	42	74	.....	116	.....	116
{ Aided ... ..	2,758	140	7	2,905	.....	2,905
{ Unaided ... ..	174	9	.....	183	.....	183
Primary ... { Government... ..	.....	.....	.....	.....	.....	.....
{ Aided ... ..	206	49	.....	255	.....	255
{ Unaided ... ..	141	13	2	156	.....	156
{ Pathshala ... ..	.....	.....	.....	.....	.....	.....
Normal Schools. { Government... ..	.....	.....	.....	.....	.....	.....
{ Aided ... ..	.....	.....	.....	.....	.....	.....
{ Unaided ... ..	.....	.....	.....	.....	.....	.....
Girls' Schools ... { Government... ..	.....	.....	.....	.....	.....	.....
{ Aided ... ..	77	5	.....	82	.....	82
{ Unaided ... ..	20	.....	.....	20	.....	20
Total ...	3,732	325	15	4,072	.....	4,072

5. The annexed table gives the race and creed of the teachers :—

TABLE III.  
*Race and Creed of Masters.*

CLASS OF SCHOOLS.	BENGALIS.				OTHER EUASIANS, &c.	TOTAL.
	Hindus.	Muham- madians.	Chris- tians.	Total.	Christians.	
Higher Class ... { Government ... ..	11	.....	.....	11	.....	11
{ Aided ... ..	.....	.....	.....	.....	.....	.....
{ Unaided ... ..	.....	.....	.....	.....	.....	.....
Middle Class ... { Government ... ..	4	1	.....	5	.....	5
{ Aided ... ..	145	2	.....	147	.....	147
{ Unaided ... ..	7	.....	.....	7	.....	7
Primary ... { Government... ..	.....	.....	.....	.....	.....	.....
{ Aided ... ..	11	.....	.....	11	.....	11
{ Unaided ... ..	3	.....	.....	3	.....	3
{ Pathshala ... ..	.....	.....	.....	.....	.....	.....
Normal School { Government... ..	.....	.....	.....	.....	.....	.....
{ Aided ... ..	.....	.....	.....	.....	.....	.....
{ Unaided ... ..	.....	.....	.....	.....	.....	.....
Girls' School ... { Government... ..	.....	.....	.....	.....	.....	.....
{ Aided ... ..	8	.....	.....	8	.....	8
{ Unaided ... ..	2	.....	.....	2	.....	2
Total ...	191	3	.....	194	.....	194

*Dacca Division—Backerganj District.*

6. Commencing with the zilla school, it is the largest zilla school in East Bengal, and financially the most successful; the whole cost to Government for the past year having been Rs. 316. The results of late attained in the University Entrance Examination by this school are hardly in proportion to its size. The Collector remarks that more cannot be expected from the teachers while their pay is so low and their promotion so slow. The eighth teacher in this school receives Rs. 20 per month, and he has been serving seven years here. The remedy for this evil would be to transfer part of the assignments of the collegiate schools out to the district schools, as proposed by Mr. Harrison. The number of teachers is, moreover, too small—the lower classes much too large.

Under the new system of Government grants to zilla schools, every luxury they indulge in can only be at the direct expense of the regular teachers. The maintenance of teachers of Persian as well as of surveying ought to be met by a special grant outside the ordinary grant-in-aid.

7. Nearly the whole of the schools under inspection in the above list of 87 schools are contained in one very limited portion of the zilla, viz., in the triangle included between the Barisal river, the Ariya Khan river, and the Sarupkati river. In the remaining four-fifths of the district there are hardly any schools, the population being chiefly Muhammadan and agricultural.

8. The Collector, therefore, in speaking of Barisal as a district backward educationally, speaks of it as a whole. The central oasis is in fact rich in schools, and alone places Barisal as one of the very forward-est educational districts in East Bengal, both in the large number of boys at school, and in the number of minor and vernacular scholarships (in proportion to other districts) Barisal carries off (as can be seen in the divisional report). Barisal, too, supplies an unusually large number of pupils to the medical profession.

9. The Deputy Inspector of Schools has, at such short notice, attempted no numerical statement of the indigenous schools. In short, in his quarter's work of visiting and inspecting 87 schools he has no holiday time for roaming about the non-school-bearing part of the zilla. I may state that from what I have noticed in my own merely flying visits (all an Inspector can give), I am sure that the number of indigenous schools within the inspected area is very large. These of course do not appear in the above returns.

To give one striking case, I learnt that besides the Government aided school in the village of Jalabari, there were eight other schools. Of these four only contained upwards of a hundred (nearly all high caste) boys. As the aided school at Jalabari is quite a model institution, maintained by a rich, young, educated resident zemindar, this is an extreme instance. To the aided school there is moreover an attached pathsala, and practically no pupil need pay a fee unless he pleases.



*Reports of Inspectors of Schools.*

I believe most other Inspectors of Schools would agree with me that one of the most fatal practical obstructions to education in this country is the utter disunion of the people. If the chief men join as managers of the aided school, there is a standing dispute who shall be Secretary, or concerning the subscriptions, so that the teachers cannot get paid; or at all events the family or village quarrel can at least be imported into the School Committee, and fought out over the school. If, on the other hand, the chief men do not combine, but one man takes up the school, supplies all the funds, &c., and gets a Government grant, then all the other parties, with one consent, hold that the school is a private school of their enemy's; and only the boys under his influence will attend.

10. In the large part of the zilla with no inspected schools in it, the Deputy Inspector fears that the indigenous pathshalas also are very few. The Collector proposes among other aids for spreading education, that the budmashes and criminals should be effectively rooted out. The Deputy Inspector in his report remarks that the crime of Barisal Zilla is wholly committed by the uneducated classes. According to some advanced philosophers, the distinction between cause and effect is wholly a matter of internal consciousness.

11. With regard to the plans for spreading the elements of education more widely in Barisal, the Collector makes several suggestions, on some of which I need not remark.

He urges that where estates are in the hands of Government, the duties of a landlord should be exemplified to the people by the maintaining of village schools over the estate. This has been urged by the Deputy Inspectors of Schools (especially Tarak Nath Sen) for years, and put in my annual report years ago; but as yet Government has made no comment on the suggestion.

Secondly, the Collector remarks that all lower class schools should be gratis—that is, Government shall pay the whole cost. This I understand to be directly in opposition to the educational despatch of 1854, which has hitherto ruled the action of the Education Department.

However, in circle and village schools the people are called on to pay little besides fees, and those fees only at about the customary low rate of the indigenous pathshalas. I have remarked elsewhere that it is the number of books required in the Government influenced schools that operates far more than the scale of fees to send boys to the old gurus.

12. The Deputy Inspector of Barisal reports that, as can be done in most other districts of East Bengal, he can place any number of 5-rupee village schools which the Government is at all likely to be able to put at his disposal: he can, for instance, he believes, place 50 off-hand. Neither this Deputy Inspector nor the Collector appears to think any special kind of school for Muhammadans as distinct from the schools for Hindus to be necessary.

*Dacca Division—Backerganj District.*

13. The Deputy Inspector in charge of Mulfutganj Thana however suggests, that in the Muhammadan districts the village schools might be allowed Rs. 10 per month Government money instead of Rs. 5, and keep in addition to the guru on Rs. 5, a maulvi on Rs. 5 also.

This no doubt would render a particular school more attractive to the Muhammadans. But the number of Muhamminadans at the village schools already established shows, I think, that the same amount of money spent on ordinary village schools *as would provide exactly double the number of schools*, would attract more Muhammadans on the whole, and educate nearly double the gross number of pupils.

14. The ten girls' schools in Barisal are strictly infant schools.

*From H. Beveridge, Esq., Officiating Collector of Backerganj, to the Inspector of Schools, South-East Division, Dacca.*

I have the honor to submit the educational reports of the Deputy Inspectors of Backerganj and Faridpur for the year 1871-72.

2. The report of the Deputy Inspector of Backerganj is tolerably full, and shows that he is well acquainted with his district. The tone of it, however, is not very encouraging, and confirms the general opinion that education is in a backward state in this district, and that it will be long before Backerganj will be able to take equal rank in this respect with the districts of Western Bengal. The great reason of this is undoubtedly the want of an educated and comfortable middle class. Except at Barisal, society in this district consists principally of traders and zemindari agents, and an undistinguished crowd of petty landholders, peasants, and fishermen. These men are all intent on earning their daily rice, and as they do not see how education will help either them or their sons to do this, they care nothing about it, and turn a deaf ear to the blandishments and the entreaties of the Deputy Inspector. Men soon get old in this district. Damp houses and exposure produce fever and rheumatism, and the ryot of 50 years of age is often a broken-down individual, who performs his daily task with pain and difficulty. Such a man is dependent on his sons for support, and as they come into use at a very early age, he cannot afford to lose their services by sending them to school. Almost as soon as a boy can walk alone, he is employed to herd his father's cattle; and when he is a little older, he rows in the boat, or climbs the supari trees and gathers the betelnuts, &c. Even the little girls are made use of, and may be seen staggering home from the river bank under the weight of water-pots which are almost as big as themselves. It is vain to expect that education will flourish in such households, even if it were brought close to their doors and were made free of cost. Far less will it succeed when it has to be sought in a village some five or six miles off, and on the other side of half-a-dozen unbridged khals, and has moreover to be paid for.

*Reports of Inspectors of Schools.*

3. If I were asked what remedy I would propose for such a state of things, I would answer, first, make Backerganj a more agreeable place of residence,—i.e., make roads and bridges; cut canals; extirpate dacoits and budmashes, tigers, snakes, and alligators; build dispensaries; supply good drinking-water; and give more local government. These measures and others like them would, I think, diminish absenteeism, and make landholders and traders look upon Backerganj as their home, and not merely as a place to be endured for the sake of the money which can be made in it. For it is remarkable that not only the landholders but even many of the traders and shop-keepers are not permanent residents of this district, and that their home-thoughts and affections are given to other districts, and especially to Dacca and Faridpur. If the above measures, and the investiture of landholders and traders with petty police and magisterial powers, were not sufficient, then I would recommend the passing of a law against absenteeism. For instance, why should not Khajeh Abdool Gunny, C.S.I., or his son, be compelled to reside a certain number of months in the year on their Backerganj estates, instead of being allowed to 'live on, as they have done for so many years, without ever having so much as set foot in the district.

4. The second remedy which I would propose, and probably the most effective, is to work upon the people through their religious teachers. There are two things which the Backerganj people seem to care about besides their solitudes for their backs and bellies. The first is litigation, which stands to them in the position of bull-fights, horse-racing, theatres, excursions, and reading-rooms to other people; and the second is religion. There is no doubt that they are very bigotted, especially the Muhammadan portion of them, and that they will do for a maulvi or a fakir what they never will do for anybody else, however high he may be in position or wealth. From my experience of this district I find that the two men who have exercised most personal influence over the people have been Dhudhu Mia and Maulvi Karamat Ali. Both of them have a great many disciples in this district, and if you ask a Muhammadan ryot whose disciple he is, the chances are that he will either say that he is Dhudhu Mia's disciple, or that he is Karamat Ali's. Dhudhu Mia is dead, and his sons have not inherited much of his influence; but a perusal of the printed volume containing the record of his trial will show how great a power he was. He lived at Bahadurpur, near the Silchar outpost, and his house is still there. I do not know what his private character was, or what was the precise nature of his teaching; but Maulvi Karamat Ali's teaching seems to be unexceptional. His discourses, I have been told, all turn upon the propriety of moral observance, and seem to be like those which the early Christians are said by Pliny to have held at their meetings. He is a foreigner (a native of Juanpur, I think) and only imperfectly acquainted with Bengali, and it is difficult to see how he can have acquired the reputation and influence which he holds in the eastern districts, unless his personal character is good and his teaching of an elevating character. I believe that he and others

*Dacca Division—Backerganj District.*

like him could spread education in Backerganj, and that no Magistrates and Deputy Magistrates, Inspectors and Deputy Inspectors, ever will. I would therefore recommend that he should be encouraged to visit Backerganj, and that a sum of money should be placed at his disposal for the diffusion of education.

5. The third remedy which I would suggest is, that schools should be established and specially supported on Government estates. Why, for instance, should there not be at least one Government school in the large estate of Tushkhali, with its 23 flourishing villages and a population of several thousand souls? Government did once establish one or two schools in it, but they were closed when the estate was proposed for sale. (See, on this head, a letter from the Junior Secretary to the Government of Bengal, to Secretary, Board of Revenue, No. 530 of 21st November 1859, heading Education).

6. A fourth remedy, and the last which need be mentioned, is, that all education in village schools should be gratis, as I believe is the rule in America with schools of all ranks.

7. The best schools by far in this district are the English and the vernacular schools at Barisal. The first of these has always flourished, and is likely to flourish still more now that it has got an efficient Secretary in Mr. Behari Lal Gupta. An enclosed verandah has been added to the west side of it, and the play-ground has been improved, and the school properly supplied with maps. Like other schools, however, it suffers from a deficiency of zeal and knowledge on the part of the teachers, and neither of these can be expected in great measure as long as the pay of so many of the teachers is Rs. 20 or 25 a month and there is little hope of promotion. The vernacular school will shortly be removed to the pukka building which has lately been erected for it. The only other schools which I am personally acquainted with, are those at the head-quarters of the four sub-divisions—the schools at Rahamatpur and Backerganj, and the girls' school at Jalabari: my opinion of them agrees with that of the Deputy Inspector. It will be seen from the last paragraph of his report that a commencement has been made of an in-door system of female education. I think the plan a good one; but it would be premature to say more at present.

8. I know little or nothing of the Mulfutganj schools, but I have no doubt that the Faridpur Deputy Inspector is right in saying that the devastation of the Padma has disheartened many supporters of education in Rajnagar. I believe also that here, and throughout the district generally, educational movements have been checked, partly by increase of taxation, and partly by reports that Government was opposed to the grant-in-aid system.

9. In conclusion, I beg to draw attention to the good service done by the Educational Department (*vide* paragraph 23 of the Deputy Inspector's report) in the matter of the census, and to express my regret that I was unable to assign in every case an adequate remuneration.

*Reports of Inspectors of Schools.***MYMENSING ZILLA.**

1. The Zilla of Mymensing is divided between two Deputy Inspectors of Schools. The present report for the administration district is made by uniting their two reports and statistics. One Deputy Inspector takes the head-quarters sub-division and that of Keshoriganj the other the sub-divisions of Jamalpur and Attea.

2. Subjoined is Table No. I containing the information required by letter No. 1222 paragraph 4 of the Government of Bengal.

CLASS OF SCHOOLS.		No. of Schools.	No. of Masters.	Receipts from fees.	From Government.	Local sub-scriptions.	Total out-lay.	No. on rolls 31st March 1872.	Average daily attendance.
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		
Higher Schools	Government	1	13	6,038 6 6	798 11 10	.....	6,837 2 4	245	265.4
	Aided	.....	.....	.....	.....	.....	.....	.....	.....
	Unaided	1	9	320 7 0	.....	2,751 8 3	2,807 1 3	193	113
Middle Schools	Government	1	7	1,342 15 3	53 8 9	.....	1,298 8 0	318	201
	Aided	58	102	4,335 9 3	8,358 6 5	8,921 6 3	22,323 0 9	2,212	1,493
	Unaided	12	19	605 14 3	.....	2,000 8 6	2,578 5 6	623	475
Primary Schools	Government	9	10	31 8 9	2,553 1 3	.....	2,577 10 0	193	135
	Aided	9	13	181 7 0	690 8 3	336 2 0	1,274 6 3	220	161
	Pathasala	3	3	38 8 0	25 0 0	86 12 0	150 4 0	65	49
Normal Schools	Unaided	15	20	374 11 0	.....	766 4 0	1,124 12 9	317	244
	Government	1	2	3 0 0	2,062 9 6	.....	2,065 9 6	37	30
	Aided	.....	.....	.....	.....	.....	.....	.....	.....
Girls' Schools...	Unaided	.....	.....	.....	.....	.....	.....	.....	.....
	Government	.....	.....	.....	.....	.....	.....	.....	.....
	Aided	.....	.....	.....	.....	.....	.....	.....	.....
Total		108	198	13,055 7 0	14,541 14 0	14,852 9 0	43,049 12 4	4,459	3,100.4

3. The number of boys in the schools on 31st March 1871 was 4,929 so that there has been a decrease of 470 boys during the year of the boys in attendance at school.

4. The tables of social position of the school boys are appended. Summary of these shows—

Of the upper classes	...	9
" middle "	...	2,841
" lower "	...	1,608
Of unknown parentage	...	1
		<u>4,459</u>

5. The abstract of the races and creeds of the schoolboys shows:—

BENGALIS.			Aborigines.	TOTAL.
Hindus.	Muhammads.	Christians.		
3,704	616	3	108	4,459

*Dacca Division—Mymensing District.*

6. The subjoined table shows the race of the pupils attending the nine model schools placed along the edge of the Terai at the southern foot of the Garo Hills:—

TABLE I.

NAMES OF SCHOOLS.	Hindus.	Musalmans.	Giazms.	Hadia.	Banias.	Kochis.	Manipuris.	Hill Garos.	Rajbanshis.	Total.
Ghoshgao ... ..	26	10	...	2	...	...	...	...	...	38
Pharangpara ... ..	4	2	13	...	...	...	...	1	...	19
Baligao ... ..	1	5	15	...	...	...	...	...	...	21
Haluaghat ... ..	16	1	...	3	...	...	...	3	...	23
Bhrunga ... ..	...	1	7	...	...	...	14	...	...	23
Safur ... ..	...	...	2	...	1	...	...	19	...	23
Kalikapur ... ..	...	...	15	...	...	...	...	...	...	16
Kayrakuri ... ..	4	2	6	...	...	...	...	...	...	13
Malakucha ... ..	...	...	6	...	...	2	...	...	13	21
Total ... ..	51	21	63	5	1	3	14	23	13	193

These schools must I think be considered fairly successful, for there is really little to attract these boys to school except a pure desire for learning. The sparseness of the population hardly allows large schools to be expected.

The following table gives the race and creed of the schoolboys:—

TABLE II.

*Race and Creed of the Pupils.*

CLASS OF INSTITUTION.	BENGALIS.				OTHERS, &C.		TOTAL.
	Hindus.	Muhammads.	Christians.	Total.	Christians.	Garo Hazars.	
Higher Class ... { Government ... ..	332	12	1	345	.....	.....	345
{ Aided ... ..	.....	.....	.....	.....	.....	.....	.....
{ Unaided ... ..	186	7	.....	193	.....	.....	193
Middle Class ... { Government ... ..	251	65	2	318	.....	.....	318
{ Aided ... ..	1,914	208	.....	2,122	.....	.....	2,212
{ Unaided ... ..	446	77	.....	523	.....	.....	523
Primary Schools. { Government ... ..	76	21	.....	97	.....	96	193
{ Aided ... ..	193	33	.....	226	.....	.....	226
{ Unaided ... ..	221	126	.....	347	.....	.....	347
{ Pathshala ... ..	59	7	.....	65	.....	.....	65
Normal Schools... { Government ... ..	36	1	.....	37	.....	.....	37
{ Aided ... ..	.....	.....	.....	.....	.....	.....	.....
{ Unaided ... ..	.....	.....	.....	.....	.....	.....	.....
Girls' Schools ... { Government ... ..	.....	.....	.....	.....	.....	.....	.....
{ Aided ... ..	.....	.....	.....	.....	.....	.....	.....
{ Unaided ... ..	.....	.....	.....	.....	.....	.....	.....
Total ... ..	3,713	647	3	4,363	.....	96	4,459

*Reports of Inspectors of Schools.*

7. Hereunder is placed the table showing the race and creed of the schoolmasters :—

TABLE III.

CLASS OF SCHOOLS.	BENGALIS.				OTHERS, EU- ROPEANS, &C.	TOTAL.
	Hindus.	Muhamma- dans.	Christians.	Total.	Christians.	
Higher Class... { Government	12	1	.....	13	.....	13
{ Aided ...	...	.....	.....	.....	.....	.....
{ Unaided ...	9	.....	.....	9	.....	9
Middle Class ... { Government	7	.....	.....	7	.....	7
{ Aided ...	102	.....	.....	102	.....	102
{ Unaided ...	19	.....	.....	19	.....	19
Primary Schools { Government	10	.....	.....	10	.....	10
{ Aided ...	13	.....	.....	13	.....	13
{ Unaided ...	20	.....	.....	20	.....	20
{ Pathshala ...	3	.....	.....	3	.....	3
Normal Schools { Government	2	.....	.....	2	.....	2
{ Aided ...	...	.....	.....	.....	.....	.....
{ Unaided ...	...	.....	.....	.....	.....	.....
Girls' Schools.. { Government	...	.....	.....	.....	.....	.....
{ Aided ...	...	.....	.....	.....	.....	.....
{ Unaided ...	...	.....	.....	.....	.....	.....
Total ...	197	1	.....	198	.....	198

8. The zilla school has been for some years past the best zilla school in East Bengal, and the result of the last University Entrance Examination was the very best it has yet attained: 2 boys passed in the first division 6 in the second and 5 in the third division. The number of boys in the school is larger than ever and the school-house overcrowded. As in the case of other successful zilla schools, the absolute cost to Government (not only the relative cost per boy instructed) is very low.

The Local Committee of Public Instruction remark that the attempt to encourage Muhammadan boys to come to the school by keeping a maulvi has turned out a failure, and the Collector in his minute follows on the same side recommending the giving up the maulvi.

The Local Committee of Public Instruction record with pleasure the growing interest which the school boys take in games of physical exercise, and propose to erect a large shed in the school compound to serve as a dry playground during the rains.

9. The normal school contained at the end of the year 36 pupils, and furnished 9 pundits to schools in the course of the year. It is a much smaller school than the Hooghly or Dacca normal school chiefly because the number of Government scholarships is so much smaller; but in the general normal school annual examinations it stands quite on a level with the larger schools.

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All the pupils have been practised in teaching during the year : as the large Hardinge School serves as a practising school.

10. The Hardinge School contained 314 boys at the end of the year. It is the finest vernacular school in East Bengal. It sent up every boy of its first class to the Vernacular Scholarship Examination this year and every boy passed *viz.* 8 in the first grade 11 in the second and 8 in the third grade. Perhaps the highest compliment to the school is the general outcry that has been raised by other schools that they cannot stand against it in competition for scholarships. At the same time the cost to Government is very small : the nominal assignment is Rs. 35 per month, but the school has really cost Government very much less even than this.

11. Under the influence and example of the European officers, the rich natives of Mymensing support the station schools by considerable subscriptions. During the past year in this way about Rs. 200 were distributed as prizes to the zilla school and about Rs. 250 to the other station (chiefly to the Hardinge) schools. Besides this, Rajendra Kishor Ray Chaudhari of Gauripur pays Rs. 20 monthly in scholarships to the first four boys of the 2nd class of the zilla school tenable in the 1st class.

12. The Deputy Inspector remarks that there are not less than eight young zemindars (minors) in the district whose estates are not being administered by the Court of Wards, and who are suffered consequently to grow up with no education befitting their position. And he suggests that some Government influence should be employed that they might be sent to the zilla school.

13. Proceeding next to the country schools. There are scattered throughout Mymensing many good middle class schools (especially the English teaching ones) but on referring to Table No. I *supra* it is seen that the primary schools are very few. There are the nine schools at the base of the Garo Hills above described in detail with 193 boys : there are seven circle schools containing 178 boys and five aided schools containing 113 boys in all Mymensing. I must at the risk of repeating myself explain that this is not owing to any influence of the Educational Department. On the contrary, the grants-in-aid to lower class schools have always been given with more liberality and facility than those to middle class schools.

Here as elsewhere, the middle classes value education and are prepared to pay for it so that the grant-in-aid system produces middle class schools. But for the lower classes we require first to provide schools wholly at the public expense and secondly to put pressure on the people to attend such schools. Nothing less than this will produce primary education among the masses *all at once*.

14. In his report the Deputy Inspector of East Mymensing estimates that he cannot (in the whole half of the zilla under him) establish more than 30 village schools in the course of the current year. Now it must be distinctly understood that in these schools it is not



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absolutely necessary for the people to pay anything : they are (or may be) wholly at Government cost : and this statement of the Deputy Inspector almost amounts to this : that there are not more than 30 villages in his district (now without schools) where the people will send their children generally to school if he provides a teacher at Government cost.

I sincerely hope and believe that the Deputy Inspector is mistaken. The nine Garo schools even are attended moderately and the people in the home parganas are surely not less favorably disposed to education than those along the Terai border.

15. Girls' schools in Mymensing there are none. An examination has been held by circulation of examination papers to each candidate in her home of 15 ladies : in imitation of what has been done in this way at Calcutta, Barisal &c. This may have some effect in causing a little ambition among some of the girls to get learning.

16. The only higher class English school in Mymensing district (out of the station) has been founded and supported solely by Janhavi Chaudharani. Concerning this school His Honor the Lieutenant-Governor wrote on 11th August last :—

“The Lieutenant-Governor desires to place on record his approbation of the well-directed liberality of Janhavi Chaudharani, a lady who, having established an unaided school at Sontosh in Pergunnah Kajusan has presented to it Rs. 1,000 for the purchase of books and furniture and has endowed it with Rs. 220 a month for the school establishment.”

17. Similarly, Govinda Kumar Chaudhari maintains entirely at his own cost (about Rs. 100 per month) a school at Sherepur which now contains 135 boys on the rolls.

18. The Deputy Inspectors of Mymensing do not venture any opinion as to the special intellectual capacities of the various races attending the Garo school : but they both seem clear that the Hindus on an average are cleverer than the Muhammadans though they admit striking individual exceptions.

19. As in other districts, the subjects suggested as most likely to attract the Muhammadan cultivators to school are writing (and a little reading) of Bengali and mahajani account-keeping. No suggestion is made of Urdu Persian or Arabic. The Collector in his minute shows no inclination to the providing Persian instruction for Muhammadan boys and remarks that the proper place for poor Muhammadan boys is the pathshala.

20. I turn to the minutes of the Collector, to offer a few explanations thereon. The Collector found the Graham School at Tangail in a miserable state, whereas the Deputy Inspector is evidently very proud of it. The school only received a grant a few months ago, and starts with good numerical strength; and I dare say the Deputy Inspector is justified in expecting good things of it. The Collector appears to compare it with the Janhavi school which is a higher class school.

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With regard to the distribution of vernacular scholarships, that will be a matter for the Director of Public Instruction who issues orders regulating their distribution for all Bengal : the duties of the Inspectors are (within very narrow limits) merely ministerial in that matter.

The Collector is undoubtedly correct when he says that for anything like mass education in Mymensing 600 primary schools would not be too many.

21. The following gentlemen are recommended for departmental thanks for their promotion of the cause of education during the past year—

Raja of Susang.  
 Surjyakanth Archarji of Muktagachi  
 Gñru Prasad Chakravarti of Hosenpur  
 Nandu Kumār Basu of Nettrakona  
 Har Chandra Chaudhari of Sherepur  
 Devidas Neogy of Sakrail  
 Syad Abdul Tabbac Chaudhari  
 Abdul Aziz Khan Chaudhari  
 Abdul Hakim Khan Chaudhari  
 Govinda Prasad Das

*From H. J. Reynolds Esq. Collector of Mymensing to the Inspector of Schools South-East Division. Dacca.*

I have the honor to forward herewith in original the annual report of the Deputy Inspector of Schools for the Western Division of this district.

2. I have written to the Deputy Magistrate of Jamalpur for a fuller account of the disease which the Deputy Inspector calls *Kálá Hazrá*, and to the ravages of which he attributes the want of success which has attended the hill schools.

3. I beg to draw your attention to the fact, that the Deputy Inspector's return shows a total of three village pathsalas in his division. If there were 300 instead of 3, the wants of the district would not be more than adequately supplied, and the return is a lamentable proof how entirely our present system has failed in the matter of primary education. How indeed can it be otherwise when two-thirds of the population are Muhammadans, and yet such schools as we have, are filled with Hindu boys, whose great anxiety is to gain a smattering of English as a stepping-stone to employment under Government?

4. Of the unaided schools noticed in the report, the Janhavi school at Sontosh is of a high character, and my inspection of it in January last, was extremely satisfactory. I have recommended this school as a suitable locality for opening a class for surveying and physical geography, as soon as a properly qualified master can be found to teach these subjects. The Graham School at Tangail I found in a miserable state.

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There was no head-master: the school-hours were not kept to with any regularity, and the boys seem to me unusually backward. I believe the competition of the Janhavi school at which the fees are lower, and the teaching far better, has taken away a good many pupils from this school. I also visited the Sakrail school which is a very creditable institution and owes much to its excellent Secretary Babu Devi Das Neogi, a gentleman whose exertions in the cause of education I have much pleasure in bringing prominently to your notice. I attended the annual distribution of prizes at this school, on which occasion the boys recited some very creditable essays and poems of their own composition.

5. The Govind School at Sherepur I hear well spoken of, but I was not able to go to Sherepur during my visit to Jamalpur in February. I hope to be able to inspect the school during the rains. The Jamalpur school, which I visited during my stay at the sub-division, is hardly so much advanced as I should have expected from a school which enjoys the advantage of frequent supervision by the Deputy Inspector.

6. I beg to express my concurrence in the remarks which the Deputy Inspector has recorded on the subject of the vernacular scholarships. The present arrangement undoubtedly puts the Mofussil schools at a disadvantage, and it appears to me to be reasonable that there should be some limit to the number of scholarships to be awarded to any one school.

7. I am not sure, from the wording of the Deputy Inspector's paragraph on the subject, whether he considers the Hindus and the Muhammadans to be people of different races or not. His quiet assumption of superiority for the Hindus leads one to think either that he has not profited much from his study of history, or that he looks upon the passing of competitive examinations as the final cause of man. It will not escape your notice that in this intensely Muhammadan district, out of 77 school-teachers in the Deputy Inspector's division, only one is a Muhammadan.

8. I trust you will see fit to direct the Deputy Inspector to pay more attention to the subject of indigenous primary schools, and to collect all the information he can respecting such schools.

6. In conclusion, I wish to remark that this Deputy Inspector is an intelligent and hardworking officer, who performs his duties in a conscientious and satisfactory manner.

*From H. J. Reynolds, Esq., Collector of Mymensing, to the Inspector of Schools, South-East Division, Dacca.*

1. In continuation of my No. 108 dated 29th ultimo I have the honor to forward the annual education report (in original) of the Deputy Inspector of Schools, East Mymensing Division, for the year 1871-72.

2. With the exception of the schools located in the station, I have not been able to visit any of the schools in the division of the district

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since my return to Mymensing in December last; and any remarks I may make must therefore be of a general character.

3. The zilla school has maintained its high reputation during the year and could easily dispense with any assistance from Government. I concur with the Deputy Inspector in thinking that the state of things in what is termed the Muhammadan class is not satisfactory. A maulvi, on Rs. 20 per month, is employed for the purpose of teaching the elements of Persian to some little boys who have no more business to be learning Persian than a boy in an English national school, would have to be learning Hebrew. There is only one Muhammadan boy in the upper part of the school, and he very sensibly leaves Persian alone, and devotes himself to English and Bengali. There appears to be an impression among the members of the Local Committee, that the entertainment of this maulvi is necessary in order to attract Muhammadans to the school. If this is the case, I hope some period will be fixed within which the experiment is to be tried: as the arrangement has thus far involved nothing but a waste of time and money.

4. The Hardinge Vernacular School is in a very satisfactory state and deserves all that the Deputy Inspector has said in its praise. But though the boys of this school were very successful at the Scholarship Examination, I think it is rather a subject for regret that all the scholarships allotted to this division of the district should have been assigned to them. This appears to me to be calculated to discourage candidates from other schools: and as four aided vernacular schools in the Mofussil sent up students who passed the examination, I should have been glad to have seen some scholarships awarded to them.

5. I think the Deputy Inspector is in error in supposing that a reduction of schooling fees in the vernacular department of the middle class aided schools would attract a good number of poor Muhammadan boys. It is not poverty which keeps Muhammadans out of our schools at present. Moreover the principle of the suggestion seems to me altogether a mistaken one. Why should it be our object to attract lower class boys into middle class schools by admitting them at an absurdly low rate of schooling fee? The proper place for these boys is the pathsala: and I wish the Deputy Inspector had stated the grounds of the belief which he so confidently expresses that the pathsalas will in time attract the Muhammadan population. The Deputy Inspector, in mentioning 30 pathsalas as sufficient for the wants of his district (I presume he means his division of the district) has, I think, omitted a cipher at the end of the figure.

6. Although I am not able to agree with all the Deputy Inspector's remarks, I am aware that his opinion on local questions of education is entitled to a good deal of weight. He is a gentleman of great intelligence, and devotes himself with much energy to the performance of his duties, showing a real interest in them as well as much ability in carrying them out.

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## DISTRICT OF SYLHET.

1. The boundaries of this educational district are those of the Sylhet Collectorate.

2. The annexed table (Table No. I) contains the information required by paragraph 4 of No. 1222 of the Government of Bengal.

TABLE I.

CLASS OF SCHOOLS.		Number of Schools.	Number of Masters.	Fees realized.	Government grant.	Subscription and endowment.	Total outlay.	No. on roll on the 31st March 1872.	Average daily attendance.
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		
Higher Class Schools	Government...	1	7	2,036 10 6	2,371 10 6	98 8 0	4,506 13 0	237	129
	Aided	...	...	.....	.....	.....	.....	...	...
	Unaided	...	1	(No return.)		(No return.)		120	145
Middle Class Schools	Government...	3	4	148 12 3	767 9 0	.....	916 5 3	123	69
	Aided	...	14	2,347 11 6	2,289 2 6	2,410 5 0	7,343 9 3	674	461
	Unaided	...	15	593 1 0	.....	170 10 0	763 11 0	508	337
Primary Schools	Government...	...	...	.....	.....	.....	.....	...	...
	Aided	...	1	144 0 0	96 0 0	.....	240 0 0	48	36
	Unaided	...	...	.....	.....	.....	.....	...	...
	Pathshalas	...	...	.....	.....	.....	.....	...	...
Normal Schools	Government...	...	...	.....	.....	.....	.....	...	...
	Aided	...	...	.....	.....	.....	.....	...	...
	Unaided	...	...	.....	.....	.....	.....	...	...
Girls' Schools	Government...	...	...	.....	.....	.....	.....	...	...
	Aided	...	...	.....	.....	.....	.....	...	...
	Unaided	...	...	.....	.....	.....	.....	...	...
Total		35	64	5,270 3 3	5,524 6 0	2,679 7 0	13,770 6 6	1,709	1,177

The returns for unaided schools are imperfect as in other cases. These schools are applied to for information and the application is renewed if necessary, but the information is not therefore obtained. When it is stated in the above table that in 15 unaided middle class schools Rs. 593-1 were collected as fees, it must be understood that this was the sum collected in the six schools out of these 15 which chose to furnish any return.

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3. The next table (Table No. II) shows the race and creed of the schoolmasters :—

TABLE II.

CLASS OF SCHOOLS.		HINDUS.				Muham- madans.	Total.
		Orthodox.	Brum- mas.	Christians.	Total.		
Higher Schools	Government...	4	3	.....	7	.....	7
	Aided ...	.....	.....	.....	.....	.....	.....
	Unaided ...	5	.....	1	6	.....	6
Middle Schools	Government...	4	.....	.....	4	.....	4
	Aided ...	23	2	1	26	3	29
	Unaided ...	17	.....	.....	17	.....	17
Primary Schools	Government...	.....	.....	.....	.....	.....	.....
	Aided ...	1	.....	.....	1	.....	1
	Unaided ...	.....	.....	.....	.....	.....	.....
Normal Schools	Pathshala	.....	.....	.....	.....	.....	.....
	Government...	.....	.....	.....	.....	.....	.....
	Aided ...	.....	.....	.....	.....	.....	.....
Girls' Schools	Unaided ...	.....	.....	.....	.....	.....	.....
	Government...	.....	.....	.....	.....	.....	.....
	Aided ...	.....	.....	.....	.....	.....	.....
Total		54	5	2	61	3	64

The table of social position of scholars is appended which shows them to consist of none of the upper classes, 805 of the middle and 482 of the lower classes of society.

On the 31st March 1871 the number of scholars on the school rolls was 1,231 and the average daily attendance for the preceding year was 725; on the 31st March 1872 the number of scholars was 1,293 and the average daily attendance for the preceding year 841 whence the Deputy Inspector infers an improvement in the state of the schools.

The subjoined table gives the classification of the scholars by race :—

TABLE III.

CLASS OF SCHOOLS.		Hindus.	Muhamma- dans.	Others.	Total.
Higher Schools	Government	216	21	.....	237
	Aided	.....	.....	.....	.....
	Unaided	103	14	3	120
Middle Schools	Government	109	9	4	122
	Aided	584	82	8	674
	Unaided	432	76	.....	508
Primary Schools	Government	.....	.....	.....	.....
	Aided	38	10	.....	48
	Unaided	.....	.....	.....	.....
Normal Schools	Pathshala	.....	.....	.....	.....
	Government	.....	.....	.....	.....
	Aided	.....	.....	.....	.....
Girls' Schools	Unaided	.....	.....	.....	.....
	Government	.....	.....	.....	.....
	Aided	.....	.....	.....	.....
Total		1,492	212	15	1,709

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The zilla school in Sylhet has peculiar difficulties to contend with, and first, its lower classes are reduced in number and the receipts from fees injured by two competing schools in the station. One of these the Rashbehari School receives support also from Government and as boys can read in it without payment of any fee by the generosity of Pandit Rashbehari it numbers 143 pupil. The other school is the old established Mission School which also receives scholars at lower rates than the zilla school, and is not only provided from mission funds with masters fully qualified to teach up to the University Entrance course, but has also the advantage of the immediate superintendence of the Reverend Mr. Roberts himself an accomplished teacher. Besides having to meet such a competition as this, the zilla school was injuriously unsettled by the reports of the Collector recommending Government to abandon the school in the face of such difficulties. And to sum up the zillah school-house a pukka building which was thoroughly repaired by the Public Works Department in April 1869 somehow was found to be in such a dangerous state in the autumn of 1871 that the roof could not be even kept up by props: the zilla school was hurriedly turned out and took refuge in the house of a private gentleman, most kindly lent for the purpose, but in size wholly inadequate for such a school: and in these urgent circumstances in spite of the warm remonstrances of the Collector no steps whatever were taken to repair the zilla school-house roof for months nor has the school even at the present date got back.

I have mentioned these circumstances at length because the zilla school committee is nevertheless able in their report at the end of the year, to refer with pride and satisfaction to the state of the school which had increased up to 231 boys. The main reason of this success undoubtedly has been that out of the seven candidates sent up to the Entrance Examination in December last five passed, of whom one passed in the first and three in the second division. The people invariably measure the zilla schools by this test, and I think it is useless to endeavour to set up any other. Every interference on the part of the Educational Department which impedes the efforts of the zilla teachers (either by prohibiting their teaching certain subjects or insisting on their teaching other subjects not required by the University) must injure the zilla schools and ultimately will diminish the number of boys attending them. Slight impediments of this kind have small sensible effects in zilla stations where there are no competing schools: but I should not be surprised if the effects are found very decided where the competition is keen. At all events the zilla school teachers at Sylhet have shown that they know how to do their work if they are allowed to set about it their own way.

I condense the following statements concerning the general educational state of the Sylhet district out of the Deputy Inspector's report.

The mass of the people i.e. the cultivating classes do not want education. In many villages consecutively there is not one man who

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can read and write even a little. The number of gurus in the district is very small and they do not keep village pathsalas; they are commonly employed by some rich man to teach his children the elements of writing and arithmetic; the pathsala is entirely a domestic matter and there are rarely more than five boys attending a guru. There is more education among the petty shop-keepers whose mohurirs teach the apprentices in the shop to write and keep accounts as in other districts of East Bengal. The number of toles is very small and the instruction given in them being Sanskrit logic and religious books they can hardly rank as educational institutions. The same applies to the muktabas which are also very few in number, and where the boys' instruction is nearly confined to committing to memory passages from the Koran and other religious books. None of these indigenous educational institutions touch the masses for as they are perfectly satisfied without any education, the Deputy Inspector opines the only way to get them to any school is to force them to it.

The Collector of Sylhet in his report appended, fully endorses the picture of the state of Sylhet given by the Deputy Inspector, and observes that Sylhet is the most backward district that he is acquainted with in all Bengal.

The proposal to force education on the masses as the only practicable plan has been made by one Collector in this division. Perhaps it is the only practicable plan which will effect the object all at once. To provide the means of education for those who desire to avail themselves thereof is not so difficult for the educational officers to accomplish, but to cause those to attend school who do not feel the want of education is quite another thing. It would however be a great mistake to think that the Educational Department has made no efforts even in this uphill work. "Model schools" have been from time to time sanctioned for Sylhet by the Director of Public Instruction. In these it must be understood the Government sends entirely at Government cost a pandit who sets up a primary school and teaches reading writing and arithmetic in Bengali. The people are asked nothing but to send their boys, the fees being almost nominal. Such pious schools have been found extremely useful in many districts, but in Sylhet the villagers generally have refused to have them. The Deputy Inspector has been obliged to report that he could place the model school if he was allowed to place an English-knowing teacher in it, which meant of course that the Bhadra-loke would avail themselves of the Government liberality if permitted to do so; but as a primary vernacular school no class of people in Sylhet seemed to care for it. I may add a few words here which are at all events less discouraging I hope than the forcing doctrine. Some districts in Bengal must be educationally lost, and it is by no means strange to those who know anything of the circumstances of Sylhet that it should be that lost district. But it must be remembered that its present educational state is only that which many other zillas were in twenty-five years ago. Looking at the great rapidity with which education has infiltrated



*Reports of Inspectors of Schools.*

these, I think there is good ground for expecting a considerable amelioration of Sylhet in the next twenty-five years without any compulsory legislation.

I offer a few remarks on the chief points mentioned in the Collector's minute.

The question of the rate of fees in the zilla school is one no longer of interest to Government, as the Government assignment is in future to be given by way of grant-in-aid.

The question of hostels is one of great importance. The Collector of Sylhet however is in error in supposing that it has not much occupied the consideration of the Educational Officers.

The real fact seems to be that it is one of those many points which the Hindus seem to care much less about than the Europeans. I have never found any zilla school teachers at all anxious to undertake the conduct of a hostel: and many of the most enlightened teachers declare that, in stations where lodging is much less plentiful than at Sylhet, according to native habits there is no want felt for a hostel. If there was any attempt made at English boarding-school discipline (as Mr. Sutherland looks forward to) I imagine the hostel would keep empty. It would be a fine thing for the boys in every way if they could but be brought to submit to it: and any scheme for establishing a hostel at Sylhet will deserve all possible encouragement.

Akhalia school is barely two miles from the zilla school but has a grant-in-aid. The suburbs of Sylhet like other large stations are populous, and it should be noticed that a school placed like Akhalia is convenient for boys who may be one mile from Akhalia and three from Sylhet zilla school. At all events Akhalia can hardly be criticised for its nearness to the zilla school when a grant is given to the Rashbehari School which is very much nearer, not half a mile off.

The Collector's strictures on Chatak school are just and I fear well-deserved. But as I have explained above it is a question between keeping such schools as Chatak in Sylhet or none. We cannot as the Collector supposes abolish Chatak and replace it by mass schools because the agricultural population do not care to attend school. Chatak is certainly so situated that next after Sylhet station it ought to maintain a school.

The Collector has made a valuable suggestion in urging that in plains Jynteah Government should do its duty as a landlord and what it sets forward as their duty to other landlords. When I was last in the neighbourhood I made enquiries from which I am led to expect a Government school would obtain scholars in Jynteahpur itself and a few other schools might be tried in the villages. If the ryots do gladly appreciate the proffered boon as the Collector anticipates, plains Jynteah will prove much more accessible to educational improvements than other districts of Sylhet have done.

*Dacca Division—Sylhet District.*

The following gentlemen are recommended to receive the thanks of the Educational Department for their aid in promoting education :—

Babu Rash Behari Datta—of Sylhet.  
 „ Loknath Sarma,  
 „ Kalinath Nandi Inspector of Police.  
 „ Ramkumar Pal Chaudhari—Noviganj.  
 „ Navinchandra Ganguli—Lushkurpur.  
 „ Muhanta Ram Hari Das—Bethargal.

*From H. O. Sutherland Esq. Officiating Collector of Sylhet to C. B. Clarke Esq. M.A. Inspector of Schools, South-East Division Dacca.*

I have the honor to forward the annual education report from the Deputy Inspector of Schools.

2. The first thing that strikes me in the perusal of this report is that the amount of the Government grant to the zilla school is out of all proportion to the aid given to primary and middle class schools. A third of the amount given by Government for education in this district is swallowed up by the zilla school. I think that this school should be made more self-supporting than it is. It is essentially the school of the well-to-do people who very properly give their sons a good education in the hope of its being turned to good account in after life. These men might be and ought to be called upon to pay more for their sons' education. This is all the more necessary in a district where the peasantry are sunk in the lowest depths of ignorance, and where if anywhere efforts should be made for education to be brought within the reach of the masses.

3. I would beg to recommend that the schooling fees be revised. I would fix the fees of all boys under ten at 8 annas, of all boys in all other than the 1st and 2nd classes at 1 rupee and of all boys in the 1st and 2nd classes at 2 rupees per mensem. At present the scale is much too minute on its graduation.

4. Another thing that has struck me for some time, and which I have not had an opportunity before of putting forward, is the want of some supervision over boys who come to the zilla school from distant parts of the district. These boys in many cases stay with their friends. But there still remains a large number of boys who have to be housed and fed and who are at the tender mercies of zemindars or court officials or pleaders and mukhtars. In some cases as an act of charity the boys are boarded free. In most cases the boys are charged at an average rate of Rs. 2-8 per mensem. For these boys I would propose the opening of a house under the control of one of the masters of the school. This would introduce something of English public school life. It would keep the boys under proper supervision. It would create in them an *esprit de corps*, a feeling unknown in India, and it would have the desired effect of keeping boys innocent of the chicanery of our courts into which they are now trained much too early in amlas' and mukhtars' houses.

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5. The Deputy Inspector of Schools tells me that a scheme such as I have proposed above will meet with success. He says that the want has been felt. But I do not think that it has even been put forward prominently. A popular master would soon attract other pupils to his house than those who have no friends to receive them. He might be allowed to make a fair charge for private tuition out of school hours. There would thus be created a bond of union between teacher and pupils, which does not exist at all now. From figures furnished by the Deputy Inspector of Schools I find that 62 boys have no houses and no friends at Sylhet, who would be able to avail themselves of the supervision and comparative comfort which they would enjoy in a master's house. There might be some objections raised about caste. But the Wards' Institution in Calcutta has settled that question for I presume the boys in that school are of all castes. Besides all Hindus employ a Bramin cook and I may also add that no caste difficulty is ever felt in our jails.

6. I come next to consider the other schools in the district. I doubt if the school at Akhalia is wanted so near the sudder station which already affords so many facilities for education. I do not think that the school at Chatak is a success. When I visited it last cold season, I saw very few boys present even after I had given timely notice of my intended visit. The school is not wanted except for the convenience of the Mirasdars and *Bhadra-lok* who are settled at Chatak. The school is not sought after by the poorer classes. The grants given to these schools with a re-distribution of the other grants-in-aid might be devoted to purely vernacular schools where the peasantry could send their sons to learn a little of the three Rs and thus raise them a little in the intellectual and social scale.

7. When the time comes for a more liberal allotment for educational purposes either from existing sources, or through the agency of a school-rate, I trust that the necessity for an agricultural or farming school will not be overlooked. What the Bengal ryot wants is to be induced to go a little out of beaten tracts to try and improve his cultivation, to find out improved means of irrigating or draining his lands—to try and introduce new crops. All this will come and must come when the elements of agricultural science are taught the peasantry. The ryot is keen enough to look after his own interests—and once show him that paddy is not the only crop to sow or to pay him and he will very soon set about to vary or improve his cultivation. Much good will be done in the direction which I have suggested, by the opening of model farms in Government and wards' estates.

8. One thing will strike any one who reads the educational report for this district. It is a sad fact to admit. But it is beyond all doubt that Sylhet is more backward than any other district in Bengal, certainly any district which I have seen. It is certainly the *Boeotia* of Bengal. The higher education which is attempted in the zilla school, does not reach the ignorant masses for whom nothing is done.

*Dacca Division—Cachar District.*

9. I cannot conclude this report without recording the fact that Jyntea which in reality forms a high khas mehal with a ryotwari settlement, has not received one fraction from Government for educational purposes since its annexation. The subject was once mooted many years ago, but it never assumed a tangible shape. With a few schools scattered over the 18 parganas of the province, I feel sure that the people would see that Government did take some care of its peasantry. I feel sure too that our ryots would gladly appreciate the proffered boon, at least as a means of emancipating them from the thralldom of law, and cunning unscrupulous mukhtars who prey on their ignorance and give a bad name to our courts and our administration.

## • CACHAR DISTRICT.

1. The area of the educational district of Cachar coincides with that of the Deputy Commissionership, but, containing only six schools, is placed in charge of the Deputy Inspector of Schools in Sylhet.

2. The annexed table (Table I) gives the information required by Government letter No. 1222, paragraph 4.

TABLE I.

CLASS OF SCHOOLS.	Number of Schools.		Number of Masters.		Amount of fees & fines realized.			Amount of Government grant.			Local subscriptions, &c.			Total cost.			Number of Scholars on 31st March.	Average daily attendance.
					Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.		
Higher Class ...	Government..	1	6		1,560	3	0	2,100	0	0	.....	.....	.....	3,870	11	3	139	112
	Aided ...	...	...		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...
	Unaided ...	...	...		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...
Middle Class ...	Government..	...	...		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...
	Aided ...	...	...		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...
	Unaided ...	...	...		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...
Primary ...	Government..	3	3		70	2	0	470	12	6	.....	.....	.....	540	14	6	54	37
	Aided ...	1	1		29	7	0	20	0	0	.....	.....	.....	49	7	0	8	11
	Pathshalas ...	...	...		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...
	Unaided ...	1	1		25	8	0	.....	.....	.....	.....	.....	.....	25	8	0	10	10
Normal ...	Government..	...	...		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...
	Aided ...	...	...		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...
	Unaided ...	...	...		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...
Girls' ...	Government..	...	...		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...
	Aided ...	...	...		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...
	Unaided ...	...	...		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...
Total ...		6	11		1,685	4	0	2,590	12	6	.....	.....	.....	4,496	8	9	211	170

### *Reports of Inspectors of Schools.*

3. The annexed table (Table II) shows the race and creed of the 211 boys :—

### TABLE II.

CLASS OF SCHOOLS.		BENGALIS.				OTHERS, &c.		
		Hindus.	Muham- madans.	Chris- tians.	Total.	Christians.	Munipuris.	TOTAL.
Higher Class	{ Government	130	5	.....	135	.....	4	139
	{ Aided	.....	.....	.....	.....	.....	.....	.....
	{ Unaided	.....	.....	.....	.....	.....	.....	.....
Middle Class	{ Government	.....	.....	.....	.....	.....	.....	.....
	{ Aided	.....	.....	.....	.....	.....	.....	.....
	{ Unaided	.....	.....	.....	.....	.....	.....	.....
Primary	{ Government	.....	13	.....	13	.....	41	54
	{ Aided	.....	.....	.....	.....	.....	8	8
	{ Pathshalas	.....	.....	.....	.....	.....	.....	.....
	{ Unaided	.....	.....	.....	.....	.....	10	10
Normal	{ Government	.....	.....	.....	.....	.....	.....	.....
	{ Aided	.....	.....	.....	.....	.....	.....	.....
	{ Unaided	.....	.....	.....	.....	.....	.....	.....
Girls'	{ Government	.....	.....	.....	.....	.....	.....	.....
	{ Aided	.....	.....	.....	.....	.....	.....	.....
	{ Unaided	.....	.....	.....	.....	.....	.....	.....
Total		130	18	.....	148	.....	63	211

4. The annexed table (Table III) shows the race and creed of the teachers :—

### TABLE III.

CLASS OF SCHOOLS.		BENGALIS.				OTHERS, &C.		
		Hindus.	Muham- madans	Chris- tians.	Total.	Christians.	Munipuris.	TOTAL.
Higher Class ..	{ Government	...	6	...	6	...	...	6
	{ Aided	...	6	...	...	...	...	...
	{ Unaided	...	6	...	...	...	...	...
Middle Class ..	{ Government	...	2	...	2	...	1	3
	{ Aided	...	1	...	1	...	...	1
	{ Unaided	...	...	...	...	...	1	1
Primary	{ Government	...	...	...	...	...	...	...
	{ Aided	...	...	...	...	...	...	...
	{ Pathshalas	...	...	...	...	...	...	...
	{ Unaided	...	...	...	...	...	...	...
Normal	{ Government	...	...	...	...	...	...	...
	{ Aided	...	...	...	...	...	...	...
	{ Unaided	...	...	...	...	...	...	...
Girls'	{ Government	...	...	...	...	...	...	...
	{ Aided	...	...	...	...	...	...	...
	{ Unaided	...	...	...	...	...	...	...
Total		...	9	...	9	...	2	11

*Dacca Division—Cachar District.*

5. The table of social position of the boys cannot be given.

I have in fact not yet received the report on education in Cachar from the Collector, and the present very meagre report is made up out of my office records.

It will however be not very far wrong to take half the boys in the Silchar school as middle class, and all the boys in the district schools as lower class, so that the abstract result will be :—

Of the upper classes	...	...	0
„ middle	„	...	70
„ lower	„	...	141
			<hr/>
			211
			<hr/>

6. In Cachar the cultivators are mostly Muhammadans; there are no middle classes, there is therefore not an aided school in the district, the school entered as aided in the returns having since 31st March 1872 been exchanged for a pathshala.

7. The zilla school in Cachar appears fairly prospering; but it has been interfered with by the Lushai war, and also has had the misfortune to have the roof of the school-house burnt. As in many other cases a large percentage of the attendance is from the children of denizens, Government officers, &c., in the station.

8. The Government primary schools in the district are of the most elementary description. They are mainly attended by Manipuris. There was formerly a school opposite Luckimpur attended by Nagas, and a school north of Katigora attended by Cacharis; but both of these appear to have dropped. The Manipuris are an intelligent people, by no means ill-disposed towards education; but they can hardly be expected to pay much themselves. There will be considerable difficulty in diffusing widely education in Cachar, and the only plan I see is to establish a considerable number of schools at Government cost; under what name classed does not so much matter. The Manipuris may be hoped to attend when a school is offered them, and a percentage of Muhammadans.

*From O. G. R. McWilliam, Esq., Offg. Dy. Commissioner of Cachar, to the Inspector of Schools, South-East Division, Dacca.*

I have the honor to forward herewith the report of the Deputy Inspector on the schools of this district for 1871-72.

2. Educational officers are at a great disadvantage in a new district like Cachar. The district is very much underpopulated, and the inhabitants peasant proprietors. The only persons with any pretension to education they ever see or have dealings with are the court amla and the mohurirs of tea gardens, the latter being the worst specimens of the lower "Babu" class to be found anywhere. They are thoroughly

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despised by the illiterate Mirasdars, who have little inducement to learn to read or write or count. There are not more than 120 natives of the district who can do either.

3. The population being so small, and the extension of cultivation so rapidly pushed, the Mirasdars cannot afford to lose the time during which they would have to send their sons to school.

4. The Silchar school, which is a flourishing institution, is principally attended by the relations of the court people, most of whose *baris* are in the Sylhet and Dacca districts.

5. There ought to be an attempt made to get up a good vernacular school at Hylakandi. The Deputy Inspector tells me that a sum sanctioned for mofussil schools for the district is unexpended. This might well be appropriated to a school at Hylakandi.

## CHITTAGONG DISTRICT.

1. The districts of Chittagong Zilla and Chittagong Hill Tracts are included in the district of one Deputy Inspector of Schools. The present report is confined to the area comprised under the Collectorate of Chittagong.

2. Subjoined is Table I affording the information required by the Lieutenant-Governor in paragraph 4 of letter No. 1222.

TABLE NO. I.

CLASS OF SCHOOLS.	Number of Schools.	Number of Masters.	Fees and Fines.			Government Grant.			Local Subscription.			Total Expenditure.			Number on Rolls on 31st March.	Daily Average.
			Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.		
Higher Class Schools	Government	1	9	2,020	3 0	3,915	4 8	.....	.....	.....	.....	6,935	7 8	.....	130	90 03
	Aided	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Unaided	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middle Class Schools	Government	4	8	350	10 9	1,346	9 3	.....	.....	.....	.....	1,468	3 9	.....	123	86
	Aided	23	40	1,915	10 6	3,054	11 3	1,992	14 6	6,430	3 9	899	.....	.....	899	549
	Unaided	4	7	518	8 0	.....	.....	396	9 0	831	1 0	186	.....	.....	186	117
Lower Class Schools	Government	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Aided	3	4	88	9 0	232	14 0	.....	.....	.....	.....	321	7 0	.....	108	54
	Unaided	1	1	40	4 0	.....	.....	72	6 0	112	10 0	39	.....	.....	39	14
	Pathshalas	2	2	43	4 0	75	0 0	3	2 0	121	8 0	47	.....	.....	47	28
Normal Schools	Government	1	2	.....	.....	2,444	3 0	.....	.....	.....	.....	2,444	3 0	.....	21	14
	Aided	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Unaided	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Girls' Schools	Government	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Aided	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Unaided	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		39	73	5,707	1 3	11,068	10 2	2,465	1 6	19,164	12 2	1,552	.....	.....	1,552	960 03

*Chittagong Division—Chittagong District.*

I should remark that (as in other zillas) this table is only a record of schools under inspection. Where a school receives Government money returns (whether correct or not is another question) can be compelled : where a school is hoping to receive Government money, returns are obtainable, and these represent the small number of "unaided schools" in our tabular statements : schools which have no hope of Government money do not give returns, and the Deputy Inspector, Chittagong, in his report quotes a very unpleasant answer he received on sending forms to a school in this predicament in hopes to gain some information from it.

3. There were on the school rolls on 31st March 1871 ... 1,735 boys.  
Ditto ditto on 31st March 1872 ... 1,552 "

Difference ... 183 boys

showing a decrease of about 10 per cent. This is as regards the schools under inspection only. In several cases quoted by the Deputy Inspector the closing of an aided school has been followed by the opening of larger schools not under inspection.

TABLE No. II.  
*Race and Creed of Pupils.*

CLASS OF SCHOOLS.	BENGALIS.				OTHERS, EU- RASIAN, &C.	BURMESE.	GRAND TOTAL.
	Hindus.	Muhammadans.	Christians.	Total.	Christians.	Buddhists.	
Higher Class ... { Government	91	29	8	128	.....	2	130
{ Aided ...	...	...	.....	.....	.....	.....	.....
{ Unaided ...	...	...	.....	.....	.....	.....	.....
Middle Class ... { Government	47	34	.....	81	.....	42	123
{ Aided ...	510	295	3	808	.....	90	898
{ Unaided ...	139	32	3	174	.....	12	186
Primary ... { Government	...	...	.....	.....	.....	.....	.....
{ Aided ...	78	30	.....	108	.....	.....	108
{ Unaided ...	37	2	.....	39	.....	.....	39
{ Pathshalas ...	43	4	.....	47	.....	.....	47
Normal Schools { Government	13	6	.....	19	.....	2	21
{ Aided ...	...	...	.....	.....	.....	.....	.....
{ Unaided ...	...	...	.....	.....	.....	.....	.....
Girls' Schools... { Government	...	...	.....	.....	.....	.....	.....
{ Aided ...	...	...	.....	.....	.....	.....	.....
{ Unaided ...	...	...	.....	.....	.....	.....	.....
	959	432	14	1,404	.....	148	1,552



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## 4. The boys are classed as to race thus :—

Hindus	...	...	958
Muhammadans	...	...	432
Buddhists	...	...	148
Christians	...	...	14
			<hr/>
			1,552
			<hr/>

The Deputy Inspector roughly guesses from his acquaintance with the district that the numbers of Hindus, Muhammadans, and Mughls in the population may be in the ratio 5, 2, and 1 respectively. Assuming this the number of Muhammadans who should be at school, instead of 430 should be 2,400. But these calculations apply only to inspected schools.

## 5. The returns of the social position of the boys are added. The total result is :—

Of the upper classes	...	...	0
" middle "	...	...	854
" lower "	...	...	698
			<hr/>
			1,552
			<hr/>

## 6. The table here given shows the race and creed of the teachers.

TABLE No. III.

CLASS OF SCHOOLS.				BENGALIS.			TOTAL.
				Hindus.	Muham- madans.	Chris- tians.	
Higher Class	Government	...	...	8	...	1	9
	Aided	...	...	...	...	...	...
	Unaided	...	...	...	...	...	...
Middle Class	Government	...	...	6	2	...	8
	Aided	...	...	31	9	...	40
	Unaided	...	...	7	...	...	7
Lower Class	Government	...	...	...	...	...	...
	Aided	...	...	3	1	...	4
	Unaided	...	...	1	...	...	1
	Pathshalas	...	...	2	...	...	2
Normal Schools	Government	...	...	2	...	...	2
	Aided	...	...	...	...	...	...
	Unaided	...	...	...	...	...	...
Girls' Schools	Government	...	...	...	...	...	...
	Aided	...	...	...	...	...	...
	Unaided	...	...	...	...	...	...
				<hr/>	<hr/>	<hr/>	<hr/>
				60	12	1	73

*Chittagong Division—Chittagong District.*

7. The zilla school is not in a state that is satisfactory to the Local Committee of Public Instruction. At the last University Entrance Examination 9 candidates were sent up, of whom only 2 passed, and these in the third grade. The instructional staff is fully up to the mark, certainly superior to that in some zilla schools which produce better results. During the past year, however, a considerable amount of the head and second masters' time was devoted to the one or two pupils reading in the high school. This high school I recommended Government to abolish in July last: but it appears to have died out before any decision has been come to on that recommendation. Partly as a consequence of the unfortunate result of the University Entrance Examination, the number of boys in the zilla school has dwindled down to 130.

Under the new Government administration of zilla schools by which a fixed assignment is to be allowed to each zilla school, I do not think the Government of the Education Department need be so anxious as regards the number of boys in the zilla schools. Government will have no direct financial interest in the matter. The boys who leave any particular zilla school will in general have to read elsewhere as is the case at Chittagong. As to the zilla school teachers, it will be solely their business, by industry and by making themselves and their school popular by legitimate methods, to obtain good salaries: if they fail in satisfying the people, either by showing an unsatisfactory result at the Entrance Examination, by taking too warm a part in local politics or any other way, an opposition school will arise, and the zilla school teachers will have to submit to a reduction on their salaries.

On the other hand, the Education Department (or whoever has the future management of zilla schools) will always be justified in looking to the teachers that the standard of the school is kept up. On a competition, the lower classes of the zilla school chiefly suffer, and the zilla school always keeps the old vernacular scholars and the other "good boys." If it does not, the zilla school teachers can always keep the classes up to proper standard (if not of large numbers) by maintaining proper discipline and promoting only on fixed principles.

8. There has from a long time past been a difficulty in obtaining teachers in Chittagong as men from other districts are disinclined to go there. Except therefore the Government and Meerahiya Trust Schools there are no thoroughly qualified teachers in the district. In 1869 on my recommendation the Comilla normal school was transferred to Chittagong, and already has supplied nine pundits to schools in the district. It unfortunately appears to be the case that the head-master of this normal school neither at Chittagong nor elsewhere has ever got on cordially with his pupils. For English teachers the zilla school is the normal school practically for the district, but the low rate of pay in the aided schools in Chittagong will in general only command the services of some failed candidate at the University Entrance Examination.

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9. Under these circumstances no further explanation can be necessary why the district of Chittagong does not stand well in the scholarship examination: indeed nearly all the candidates who pass successfully come from either the Government or the Meerahiya Trust Schools.

10. From the figures given it may be inferred (as also from the remarks of the Collector thereon) that Government has encouraged English education in Chittagong and given hardly any support to the vernacular aided schools. So far is this from the case that during the past four years, the efforts of the Education Department have been mainly devoted to pushing vernacular education with which object the normal school was moved there.

The fact is that under the grant-in-aid rules, aid is given to schools that apply for it, no school is set up independently by Government influence. And it has been found nearly invariably in Chittagong that where the Babus were strong enough in force in a village to come up for a grant-in-aid at all they would have an English teaching school.

11. Of the 698 boys in the inspected schools classed as of the lower classes, 430 are stated to be the children of agricultural laborers. Among these will be reckoned nearly the whole of the 148 Mughls attending the inspected schools. It was the opinion of Kailas Chandra Sen, late Deputy Inspector of Chittagong, a patriotic Hindu, that these Mugh boys are on the average superior in intelligence to the Bengalis.

12. The Deputy Inspector has made a great effort to get some statistics of the schools of Zilla Chittagong not under inspection: and has forwarded me his detailed list of such schools with the names of their head teacher and the number of boys in each. The summary of these is as under:—

CLASS OF SCHOOLS.	Number of Schools.	Number of Pupils.
English Schools...	6	407
Bengali Pathshalas	107	1,819
Sanskrit Toles	20	266
Persian or Arabic Mukhtabs	110	1,636
Maghi Machangs	4	53
	247	4,181

The Deputy Inspector particularly mentions that this enormous list of schools not under inspection only contains those which he met with in different tours and where he obtained authentic information; he

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is certain that there must exist many more in Chittagong: he told me as a *guess* in conversation he thought there could not be less than 500 in all. I think the labor which the Deputy Inspector has taken in this very tedious enquiry is worthy of commendation.

13. The simplest form in which Government could encourage this indigenous education would be to give say 50 village school grants of Rs. 5 per month to the best teachers among the Bengali pathsalas. This would directly raise the standard of the teaching, and would doubtless indirectly increase the number of such pathsalas as would in future be opened.

14. I have said the Bengali pathsalas alone can receive Government money under the existing views upon education. The toles and the muktab are excluded for the same reason, viz., that they refuse to teach the elements of reading writing and arithmetic in the vulgar tongue. The pathsalas do teach these, and consequently many a Muhammadan boy who attends a muktab where he learns Koran by heart, also attends a pathsala where he learns reading and writing Bengali and arithmetic. We have never yet succeeded in inducing either toles or muktab to teach these three elementary subjects in addition to their own peculiar studies and so take a Government grant. The uniform and consistent language of the Educational Department has hitherto been that a tole or a muktab or any kind of institution that will teach reading writing and arithmetic may ask for Government support and that Government will not in the least interfere in their teaching any other subjects they please. A few Sanskrit toles have pretended to comply with these terms, but I have generally found the boys utterly helpless to read or write Bengali and the grants to toles are nearly all cancelled. I do not think a grant has ever been given to a muktab.

15. In order to induce a larger proportion of Muhammadans to share in the benefits of education in Chittagong, the Deputy Inspector proposes to add at the Government cost in all the schools, model or circle, over which we have complete command, a maulvi to teach a Persian class.

I am not at all sanguine that this would succeed: the employment of a maulvi in a zilla school has never been seen to affect sensibly the Muhammadan attendance, and the upper class Muhammadan boys are at least as eager for Persian as the lower. As I have repeated elsewhere the causes which keep the lowest class of Muhammadans from our schools are not the want of Arabic and Persian. A very considerable number of Muhammadans as well as of Hindus attend the Bengali Guru Mohosay pathsala, and that is the class of school through which I should endeavour to teach the Muhammadan masses.

16. The Deputy Inspector speaks very favorably of the effect of a Government established school in giving a taste for education even when the school exists but a short time and appears to have failed. Thus of the schools which have broken down in the past year;

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Amilish had once 30 boys and closed, but now there are 6 gurus and 80 boys attending them in that village: Noyapara as an aided school once had 50 boys: it is gone, but there are 22 schools with 200 boys reading in them in Noyapara now. Mahazan's Hat school with 50 boys failed as an aided school but there are now 7 schools with 100 boys at Mahazan's Hat.

These examples would appear to prove that a frequent cause of the breaking down of our aided schools is that they are a little too expensive for the people at present. The aim of the Education Department has always been to keep down establishments in aided schools, but the object of school managers without exception is to inflate their own institution to the utmost.

17. The only girls' school in Chittagong was kept by two Roman Catholic nuns at Chittagong and mainly attended by the Feringhis of the station. This school was closed owing to the troubles in France which necessitated the return of the two nuns to France.

18. It appears from the Deputy Inspector's report that the people of Chittagong are ready to avail themselves of all the aid that can be given them in the form of circle schools and village schools: the Deputy Inspector says he could start several new circles and 50 village schools *at once*.

19. I offer now a few explanations on the Collector's minute.

On paragraph 3. The Deputy Inspector was ill at the time of submission of his report, which was written by another hand: and he is so far not responsible for the errors of spelling and grammar: he certainly should however have corrected it or got it corrected before he signed it, as the errors with which it abounds fully justify the Collector's remark.

On paragraph 7. The grant to Paddua has been already restored.

On paragraph 11. I have above explained that we cannot transform grant-in-aid English schools to grant-in-aid vernacular. We can establish circle or village schools and might refuse to renew the grants of English schools as they fall in.

On paragraph 20. The suggestion of the Collector that sometimes Hindu school secretaries try to exclude Muhammadan boys from their schools is a new idea for me though I am not prepared to say that it has not foundation. I believe however in general that the object of school managers in all schools drawing Government money is for obvious reasons to show the largest attendance possible.

On paragraph 22 the Deputy Inspector has shown in his report that with only 41 schools to inspect he cannot possibly visit each once a quarter and I observe that the Collector here endorses his argument. But in paragraph 26 the Collector requires a regular European supervision and increased inspection. Any step in this direction, with our rapidly increasing numbers of small schools, must increase largely our present expenditure on inspection.

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*From A. L. Clay, Esq., Officiating Magistrate and Collector of Chittagong, to the Inspector of Schools, South-East Division.*

Under instructions contained in paragraph 3 of Government letter No. 1222, dated 8th ultimo to the address of the Director of Public Instruction, I have the honor herewith to forward Deputy Inspector Brajendra Kumar's education report of this district for the past year.

2. The report was received in my office on the 2nd instant, during my absence in the Mofussil, whence I returned on the 7th only. To this circumstance must be ascribed the delay that has occurred in sending the report on to you.

3. I have carefully gone over the report, which I consider well arranged and exhaustive, affording a very good view of the present state of educational matters in the district. There is room for improvement in the English here and there, and I have detected errors of grammar and spelling that should not have been allowed to creep in; in some places too the report is wanting in conciseness, and in others obscure. Still on the whole it appears to me to be a very fair and well-considered report, and creditable to the Deputy Inspector, who has evidently taken pains to acquaint himself with his work.

4. The area of the Chittagong district including Hill Tracts is nearly 9,600 square miles according to the revenue survey, instead of 8,000 only. It does not appear how the proportion of Muhammadans to Hindus and Mughls has been ascertained; but the estimate can only be approximate, as the result of the census is not yet known.

5. The number of schools under inspection in the district (39 exclusive of the Government zilla school) is certainly small as compared with the area and what schools there are appear to be mostly situated in and about the sudder station and police thana.

6. I do not understand the Deputy Inspector's fourth paragraph. In the margin he gives the names of *five* schools as having been abolished or excluded from inspection. In the text he mentions *four* only—viz. North Bhursee, Abarhat, Bangle boys and girls' school. This requires explanation. Bunderbun is noted as one of the five schools in the margin, but not mentioned in the text.

7. The applications for establishments of five more village schools mentioned in Deputy Inspector's fifth paragraph, show that these schools are appreciated. It is to be hoped that the grant to the Paddua school (Satkania) lately revived may be restored. I visited this school on my way up from Cox's Bazar; it has been re-established entirely by the efforts of private residents in the village, and certainly deserves encouragement.

8. The reasons given for the want of success of the Chittagong normal school seem to indicate a very unsatisfactory state of things in that institution. From the Deputy Inspector's remarks, it would appear that the head pundit is not by any means a man likely to raise the tone of the school or improve its condition.

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9. I am glad to see that the four model schools in the district are prospering, and that the masters are well spoken of. The school at Harbaug was visited by myself and Mr. Paul on our way up from Cox's Bazar; and we were both much pleased with the result of our inspection. The pundit in charge struck me as eminently fitted for his work, being good tempered, and patient with the boys, who evidently liked him.

10. I do not quite see the force of the Deputy Inspector's objections to Kumiria as a site for a model school. Possibly Seetakund would have been better, as more central between the Sudder Station and the Fenny river. Kumiria however is an important village, and should with neighbouring villages furnish a fair number of boys to the school.

11. With regard to the grant-in-aid schools, 14 in number, it seems to me a pity that so large a proportion as 12 belong to the middle English class. From what I have myself seen of these schools, I should say that they are not generally successful in the interior of a district. Unless the secretary knows English himself, and takes an interest in the school, there is no one to see that the masters do their work properly, or to test their capacity for teaching English at all. The Deputy Inspector cannot visit these outlying schools more than three or four times a year, and an occasional inspection by one of the district officials of course does little or no good. Except in certain special cases (as for instance at Patia where the English school appears to be doing very well) I would not encourage the establishment of English-teaching schools anywhere but at sudder and sub-divisional head-quarters, where some supervision could really be exercised by the local officers. In some of these schools I believe the masters are quite incompetent, and almost as ignorant as the boys they profess to teach. A good vernacular course would be far preferable to the mere pretence of teaching English that goes on under such auspices.

12. I regret to see that the Deputy Inspector places little reliance upon the integrity of the managers in many schools. As he says, detection must be almost impossible, if the masters and managers play into each others' hands.

13. The loss of the Meerahiya Endowment Fund is spoken of as having seriously injured the Patia (Meerahiya) school. You are aware that a suit has just been filed in the Civil Court for recovery of the amount with interest from the parties to whom the loan from the fund was made.

14. For spreading education among the lower classes, there can be no better institutions than the circle and village schools; and every effort should be made to develop the system as much as possible. It is in my opinion a healthy sign that there is such an active demand for schools of this class.

15. I observe that indigenous (circle and village) schools under inspection are favorably contrasted by the Deputy Inspector with those private establishments that are not visited by the officers of the

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Educational Department. The result of the comparison is just what would have been expected, namely, that the inspected schools are more methodically conducted and with stricter discipline; while the masters being generally recruited from Government schools, are of a superior class.

16. The Deputy Inspector is probably right in attributing the unwillingness of school managers, to be under inspection when no pecuniary benefit results, to their dislike of having to furnish periodical statements and reports to the educational officers.

17. He very sensibly remarks that the success of the Education Department is not tested by the mere increase of number of inspected schools, but by the increase of schools in the district generally, showing that education is really spreading and becoming popular.

18. The reasons suggested for the want of success in the scholarship examinations appear probable, and the remedy suggested, of fixing and publishing the standards some time before the examination, seems simple and practicable.

19. The comparative statement of creed and social status of the pupils is satisfactory as showing that education is apparently not confined to the upper classes. It displays however very forcibly the unwillingness of the Muhammadans to accept the teaching provided in Government schools, the percentage of Hindus being more than double that of the Muhammadans, though Chittagong is essentially a Musalman district. The plan suggested, of starting Arabic and Persian classes in Government and aided schools, and establishing schools for these subjects (with elementary Bengali) in the interior, leaving English to be introduced gradually, might be successful, and could at all events be tried on a limited scale.

20. I am disposed to think that in some of the private aided schools, the attendance of Muhammadan boys is if not absolutely discouraged, certainly not encouraged by the Hindu managers, who are probably sufficiently conservative to wish to keep the pursuit of knowledge to themselves and those of their own persuasion. This feeling of jealousy if as I believe it really exists, is by no means unnatural, and can only be overcome gradually. The Hindus will perhaps learn in the course of time that they cannot be permitted to monopolize all the good things obtainable with the aid of Government, to the exclusion of their Muhammadan fellow-subjects.

21. The Deputy Inspector shows a good mileage travelled and visits paid since he took charge of the office. His method of inspection (mentioned in his 24th paragraph) seems good: but I think that besides merely examining the boys in their class-subjects, of which they are pretty sure to know something, he should put them through their facings in a manner that would test the degree in which they had profited by their teaching, and their capacity for applying their knowledge practically. If English is taught in the school, the boys should be encouraged to talk; they should be made to write from dictation out of



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some book that they are unacquainted with, and so on. As far as my own experience goes, this system of examination frequently puzzles the boys entirely, showing that they at once lose their bearings if moved off the regular groove of their class-subjects.

22. The Deputy Inspector scarcely exaggerates the difficulties of inspection duty in a district like Chittagong. Travelling is more especially difficult during the rains, and at times some places are almost inaccessible. The proposal to lend a Government elephant now and then certainly does not seem unreasonable.

23. The slight decrease in the number of inspected schools does not, as the Deputy Inspector points out, necessarily indicate declining interest in education. From the instances he gives of Amilish, Noyapara, and Mahajan's Hat it would seem that sometimes an abolished Government school is succeeded by a regular crop of private ones. This shows that education has taken root among the people. The weak point of the system appears to be, that the teaching at many of the schools is of a very inferior quality, and the amusing instances given by the Deputy Inspector indicate what I have already noticed, a lamentable degree of ignorance among the teachers. I have already expressed my opinion that outlying schools in the interior should limit their efforts to providing a good vernacular education, leaving English to the higher class schools, which can afford to pay competent teachers.

24. Competition is often a very good thing; but the spectacle of rival schools enticing away scholars from Government institutions by relaxing discipline and promoting wholesale, is not an edifying one; and the establishment of such schools can scarcely be considered subjects for congratulation.

25. It is to be regretted that the Deputy Inspector did not report more fully on the present condition of the Chittagong High School, the decline of which he briefly notices in a postscript to his letter.

26. The report is I think on the whole encouraging, and with active supervision by the officers of the Education Department, assisted by the local officials also there seems to be no reason why education should not eventually make as good progress in Chittagong as in other more advanced districts. It is unfortunate that we are situated so far from the Inspector's head-quarters, and it is to be hoped that our peculiar situation will before long be recognised, and some better system of inspection be devised than at present exists. A visit once in two or three years by an Inspector the size of whose jurisdiction actually precludes more frequent inspections, can do little or no good; and without regular European supervision our schools are not likely to improve.

27. In the meantime, your Deputy Inspector may rely upon my giving him all the assistance in my power to further the spread of education in the district, and I trust that he will not fail to apply to me should occasion arise.

*Chittagong Division—Noakhali District.***NOAKHALI DISTRICT.**

1. The boundaries of the educational district of Noakhali are conterminous with those of the Bhullooa Collectorate.

2. The annexed table gives the information required by paragraph 4 of letter No. 1222 of Government of Bengal:—

TABLE I.

CLASS OF SCHOOLS.		Number of Schools.	Number of Masters.	Fees and fines realized.	Government grant.	Local Subscriptions, &c.	Total Expenditure.	Number of Scholars on the rolls on 31st March.	Daily average.
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		
Higher Class	Government .	1	6	1,417 1 9	2,616 0 0	324 3 9	3,183 15 0	114	101
	Aided ...	...	...	.....	.....	.....	.....	.....	...
	Unaided ...	...	...	.....	.....	.....	.....	.....	...
Middle Class	Government .	2	4	99 0 0	601 8 3	.....	700 5 3	37	28
	Aided ...	17	28	928 0 9	1,871 10 0	1,947 12 2	4,893 1 0	550	351
	Unaided ...	5	7	91 8 0	.....	133 9 0	247 14 6	124	66
Primary	Government .	...	...	.....	.....	.....	.....	.....	...
	Aided ...	1	1	29 0 0	63 1 4	.....	92 1 4	30	15
	Unaided ...	...	...	.....	.....	.....	.....	.....	...
	Pathshalas ...	3	3	86 3 0	87 13 9	21 0 0	192 0 9	76	54
Normal	Government .	...	...	.....	.....	.....	.....	.....	...
	Aided ...	...	...	.....	.....	.....	.....	.....	...
	Unaided ...	...	...	.....	.....	.....	.....	.....	...
Girls'	Government .	...	...	.....	.....	.....	.....	.....	...
	Aided ...	1	2	.....	92 2 0	123 8 6	213 10 6	5	5
	Unaided ...	...	...	.....	.....	.....	.....	.....	...
Total		30	51	2,650 13 6	5,332 0 4	2,549 0 8	9,523 0 4	936	620

The total number of boys on the rolls of the inspected schools on 31st March 1872 was thus 936, as against 905 on 31st March 1871, showing an increase of 31 boys only. The Collector has inferred the increase to be 10 per cent. from the Deputy Inspector having included in his "total number of schools during the year attended by 974 pupils" schools containing 38 boys which had ceased to exist by 31st March 1872.

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3. The annexed table shows the race and creed of the schoolboys :—

TABLE II.

CLASS OF SCHOOLS.	BENGALIS.				OTHERS, &c.	TOTAL.
	Hindus.	Muham- madans.	Chris- tians.	Total.	Christians.	
Higher Class { Government ...	87	20	7	114	.....	114
{ Aided ...	...	...	...	...	.....	.....
{ Unaided ...	...	...	...	...	.....	.....
Middle Class { Government ...	26	11	...	37	.....	37
{ Aided ...	385	161	4	550	.....	550
{ Unaided ...	85	39	...	124	.....	124
Primary { Government ...	...	...	...	...	.....	.....
{ Aided ...	21	9	...	30	.....	30
{ Unaided ...	...	...	...	...	.....	.....
{ Pathshalas ...	47	29	...	76	.....	76
Normal { Government ...	...	...	...	...	.....	.....
{ Aided ...	...	...	...	...	.....	.....
{ Unaided ...	...	...	...	...	.....	.....
Girls' { Government ...	...	...	...	...	.....	.....
{ Aided ...	3	...	2	5	.....	5
{ Unaided ...	...	...	...	...	.....	.....
Total ...	654	269	13	936	.....	936

*N.B.*—In the above the number of Hindus, Muhammadans, and Christians in the middle and primary schools has been set out by proportion, the actual returns received not dividing the schools into these classes.

The principal schools in Noakhali are situated at stations where Hindu officials are employed, and in many cases are little sought by the natives of Bhullooa. When I was at Begumganj (three years ago) in a school of 35 boys, 25 were mere denizens, nearly all from Vikrampur. Matters appear improving in this respect, and the Collector justly calls attention to the great increase of Muhammadan boys at the vernacular school in the station.

4. At the end of the report is appended the detailed tabular statement of the social position of the boys in the schools under inspection. The final result gives :—

Upper classes	...	0
Middle    "	...	638
Lower     "	...	298
		<u>936</u>

The total includes the 38 boys of the schools abolished during the year.

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5. The annexed table gives the race and creed of the teachers :—

TABLE III.

CLASS OF SCHOOLS.	BENGALIS.				OTHERS, &c	TOTAL.
	Hindus.	Muhamedans.	Christians.	Total.	Christians.	
Higher Class { Government	6	.....	.....	6	.....	6
{ Aided	.....	.....	.....	.....	.....	.....
{ Unaided	.....	.....	.....	.....	.....	.....
Middle Class { Government	2	2	.....	4	.....	4
{ Aided	24	4	.....	28	.....	28
{ Unaided	7	.....	.....	7	.....	7
Primary ... { Government	.....	.....	.....	.....	.....	.....
{ Aided	1	.....	.....	1	.....	1
{ Unaided	.....	.....	.....	.....	.....	.....
{ Pathshalas	3	.....	.....	3	.....	3
Normal ... { Government	.....	.....	.....	.....	.....	.....
{ Aided	.....	.....	.....	.....	.....	.....
{ Unaided	.....	.....	.....	.....	.....	.....
Girls' ... { Government	.....	.....	.....	.....	.....	.....
{ Aided	1	.....	1	2	.....	2
{ Unaided	.....	.....	.....	.....	.....	.....
Total ..	44	6	1	5	.....	51

6. The zilla school has maintained its standard during the year, but the number on the rolls has fallen from 130 to 114, in consequence of a Hindu resident having opened an English teaching school as a charity, where the fees are one-fourth those charged in the zilla school.

7. The Government model schools, one placed on Hatia Island, one on Sundeeep Island, appear to have had considerable success in arousing a desire for education among the people.

8. The middle class schools do not call for particular remark, except that the Collector has found, at least in some cases, the teaching in arithmetic very defective. The tole pundits generally know little arithmetic, and care to teach less; but where there is a normal school pundit, the Deputy Inspector can insist that due attention should be given to the subject.

9. The Deputy Inspector can only report generally on the amount and kind of indigenous schools, as much time would be required to draw up a return with figures, and the Collector remarks on the difficulty of getting information about such schools, as they often sit at night, and do not by any means court attention.

The Deputy Inspector says that, in Noakhali the toles are very few, the Bengali pathshalas also few and far between, with very small attendance; the mukhtabs are plentiful.

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The muktaba themselves appear hardly capable of improvement into institutions of any educational value; the boys learn merely to chant a few chapters of the Koran. But the muktab boys often attend a patari at night, under whose tuition they learn to write in Bengali bonds, dakhilas, pattas, &c.

10. I would remark that here, as elsewhere in East Bengal, the Muhammadan boys learn all their useful education in Bengali; and that I excessively doubt the advisability of employing maulvis in the lower class Government schools in hopes of attracting Muhammadans. It will be exceedingly difficult to induce such maulvis to give any real education in reading, writing, and arithmetic in addition to their Arabic. For the Government to take up these maulvis is to embark on all our difficulties with tole pundits. It would be better in accordance with our principles to take up the pataris.

11. The Deputy Inspector admits that the Government primary schools are not quite so successful as he had anticipated in comparison with the indigenous pathshalas. He states that the practice of the educational officers has been to approximate the Government primary schools as regards subjects and hours of teaching as closely as possible to the indigenous pathshalas.

12. The Deputy Inspector, Bhullooa, thinks the Muhammadans very inferior in natural ability for cultivating mathematics, science, &c., as compared with the Hindus, and considers the bent of their mind naturally towards the poetical tales imported from Persia. They thus only care for education of two kinds—one that given by the maulvis, the other the minimum of writing and arithmetic required for the business of life.

13. Mr. Harvey, who administers the Paikpara estate under the Court of Wards, has come forward to open 13 new primary schools on these estates. The cost of each school is intended to be about Rs. 11 per month, viz., Rs. 5 or Rs. 6 for one guru and one maulvi in each. The estate is to provide about Rs. 8 for each school, and the balance of Rs. 2 to Rs. 4 is to be raised from fees or by arrangement by the village. There will thus be no application to Government for assistance. Since the close of the official year about half the schools have been opened, and on an average with 20 boys in each, of whom about half are Muhammadans. Mr. Harvey also has arranged to expend Rs. 400 from the estate in starting these schools, and in assisting the villagers to provide house accommodation.

The Collector considers the principle of Mr. Harvey's scheme excellent; and the Deputy Inspector thinks Mr. Harvey entitled to the warmest thanks of the department.

14. There is but one girls' school in Noakhali, viz., in the station, drawing Rs. 15 per month Government aid. It contains five girls, daughters of the Deputy Inspector of Schools, and other Government officers, and two Christians. It requires two teachers, a pundit and a mistress, whose chief qualification is an ability to teach worsted work.

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She also journeys round to two ex-pupils of the school to teach them needle-work, and this constitutes the zenana mission.

The only possible thing that can be said for this and similar schools is, that they are the only girls' schools we have got, and when we abolish this particular school, there will be no girls' school in Noakhali. I quite agree with the Collector, Bhullooa, that it is in the highest degree a speculative question, whether by supporting these infant girls' schools and zenana teachings Government is in any way taking the course likely to hasten the emancipation of women in this country.

15. To sum up, Bhullooa has always been a backward educational district, and chiefly because it is so essentially a Muhammadan district. I do not know that the Bhullooa Muhammadans are less inclined to accept our education than other Muhammadans.

I would deprecate all special attempts to attract Muhammadans. In so far as education to carry on the business of life is concerned, the Muhammadans require exactly the same education as the Hundus, and I do not see that the muktab education deserves any support. I do not recommend the expenditure of Government money in mere bribes to Muhammadans to attend. A very large number of "village schools" can be placed in Bhullooa whenever Government can find the money, and a number of Muhammadan boys will attend these. There is no need to invent some new kind of school to meet the case of Bhullooa.

*From L. B. B. King, Esq., Officiating Collector of Noakhali, to the Inspector of Schools, South-East Division, Dacca.*

I have the honor to forward herewith the annual report received from the Deputy Inspector of Schools.

2. There was an increase of over 10 per cent. in the number of pupils attending the schools, which has probably been owing to the more than average prosperity of the district during the year. The encouragement recently promised to studies, specially Muhammadan, will, I hope, have a good effect in this district, where the great majority of the people are Musalmans.

3. The calculation in paragraph 3, which seems rather too favorable, would show that little over one per cent. of the boys of the district go to the schools, as the average annual cost to each pupil is only about Rs. 5-8, the proportion is certainly small. The explanation appears to be that the mass of the people are of a very practical turn, and either wish for an education which they can readily turn into money, or employ their children from an early age at work in the fields. Those who are not influenced by this motive, are content with such instruction as their religion requires.

4. Taking, however, the cost incurred for education at the schools as a test of the rate at which it is valued, it is satisfactory to see that local contributions for the purpose are nearly equal to the sum allowed by Government.

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5. The zilla school has progressed favorably, the masters being generally attentive. With reference to the recent Government order on continuing the study of Sanskrit in special cases, some members of the Local Committee of Public Instruction have after examining the pupils recommended that the first four classes should be permitted to learn that language. I hope their report, copy of which is herewith submitted, will receive favorable consideration.

6. Next in importance to the zilla school is the Noakhali vernacular school, which was established by amla resident on the place in 1862; and received Rs. 25 a month in aid from Government in 1863. There were 132 pupils at the close of this year, of whom 56 were Hindus, 74 Muhammadans, and 2 Christians. The numbers of the previous year were 77 Hindus, 34 Muhammadans, and 3 Christians. The increase in Muhammadan pupils is a good sign, 29 learn Persian as well as the vernacular; 12 pupils were candidates for the vernacular scholarships, of whom 11 passed, 1 in the first, 2 in the second, and 8 in the third grade. The expenditure during the year exceeded slightly the receipts, the difference being met from a balance in the year previous.

7. During my tour in the cold weather, I inspected several of the Mofussil schools, and thought the progress of the pupils in general satisfactory. Arithmetic seemed to be their weak point, and to require much more attention than was paid to it. I found many pupils unable to work correctly a sum in simple addition set by the teacher. Punctual and regular attendance ought, also, I think, to be more strictly insisted on, as itself being one of the best of lessons.

8. Paragraphs 29 to 32 of the report show the condition of the girls' schools; it may be added that, excepting two Christian converts, the fathers of all the pupils were officers in Government employ, both last year and the year previous; and the two pupils who were referred to as having left the school, but still remaining under tuition, are daughters of the Deputy Inspector and a Deputy Collector. Considering the small and diminished attendance and its narrow range, it may be questioned whether such an institution for female education is not premature, until the education of boys is more forward.

9. I have received a list of 98 mukhtabs or Persian and Arabic schools, and of 7 pathshalas, but the number in the district is very much larger. At the mukhtabs instruction in the vernacular is only given at night, and, as something exceptional, particular information about them is not easily obtained, as they by no means court inspection. The number of students varies from 50 in one school to 3 in another; the total is 1,062; but the attendance is irregular, and probably falls far short of this. The fee paid by each pupil ranges generally from 2 to 4 annas in three schools; an annual fee is paid at the pupils' wish. Besides this, it is usual to make a present to the teacher as each chapter of the Koran is finished; the largest sum, perhaps a rupee, is paid after the first chapter, a smaller one after the second, and so on. All fees go to the teacher, who also receives a small sum

*Chittagong Division—Tipperah District.*

monthly from the master of the house where the school is held. At the pathsalas the subjects of instruction are arithmetic and the art of writing such documents as pattas and kabulents. Though the aim is not high, an improvement of what is native in growth would probably work more good than a novel system of studies in themselves preferable.

10. The last paragraphs of the report refer to a subject not strictly belonging to the year under review, but of much interest for the future. Considering that the Bhullooa estate under the Court of Wards derives a clear income of Rs. 2,11,180 from the district; Rs. 612 was a small yearly sum to contribute to education. In now coming forward liberally, a good example is set to other zemindars, and better progress may be hoped for. The cost of the 13 new schools is estimated at Rs. 100 a month, besides a sum of Rs. 400 for first expenses. The object is to afford cheap vernacular education with instruction in the rudiments of Persian, so as to attract Muhammadans. The fee for each pupil will usually be one anna a month. Some details of the scheme, the principle of which appears excellent, have been forwarded to me by the superintendent of the estate, copy of whose memorandum I enclose.

## DISTRICT OF TIPPERAH.

1. The boundaries of the educational district of Comilla coincide with those of the administrative district.

2. The subjoined table (Table No. I) gives the particulars required by Government letter No. 1222, paragraph 4 for each district:—

TABLE NO. I.

CLASS OF SCHOOLS.	Number of Schools. Number of Masters.		Amount of fees.		Amount of Government grants.		Local sub- scriptions.		Total ex- penditures.		Number on the roll on the 31st March 1872.	Average daily attendance.
			Rs. As. P.		Rs. As. P.		Rs. As. P.		Rs. As. P.			
Higher Schools	Government.	1 8	2,281 5 6		2,748 3 9		200 0 0		5,229 9 3		198	138
	Aided	...	...		...		...		...		...	...
	Unaided	1 4	998 7 0		...		...		973 0 0		135	116
Middle Schools	Government.	25 45	2,020 13 9		3,274 8 0		3,115 13 9		9,038 0 9		898	679
	Aided	...	...		...		...		...		...	...
	Unaided	5 9	343 11 9		...		783 0 0		1,105 7 0		250	174
Primary Schools	Government.	...	...		...		...		...		...	...
	Aided	6 8	216 9 0		396 8 0		365 7 0		1,020 8 0		172	160
	Unaided	3 3	115 4 0		...		183 4 0		297 4 0		94	68
	Pathsalas	...	...		...		...		...		...	...
Normal Schools	Government.	...	...		...		...		...		...	...
	Aided	...	...		...		...		...		...	...
	Unaided	...	...		...		...		...		...	...
Girls' Schools...	Government.	...	...		...		...		...		...	...
	Aided	...	...		...		...		...		...	...
	Unaided	...	...		...		...		...		...	...
Total	...	41 77	5,976 8 0		6,409 3 0		4,632 8 9		17,663 13 0		1,747	1,334



*Reports of Inspectors of Schools.*

3. On the 31st March 1871 there were 47 schools (including zilla school) containing 1,783 pupils : on the 31st March 1872 there were 41 schools containing 1,747 pupils. The Deputy Inspector states that six schools which were in existence on 31st March 1871 in hopes of obtaining Government-aid have closed during the year under report when that aid did not arrive : and thus explains the diminution in number of schools.

4. The subjoined-table (Table No. II) shows the race and creed of the schoolboys :—

TABLE NO. II.

CLASS OF SCHOOLS.	BENGALIS.				Aborigines, Tipperahs.	TOTAL.
	Hindus.	Musalmans.	Christians.	Buddhists.		
Higher Schools { Government	170	27	1	.....	.....	198
{ Aided ...	.....	.....	.....	.....	.....	.....
{ Unaided ...	89	34	2	.....	.....	135
Middle Schools { Government	.....	.....	.....	.....	.....	.....
{ Aided ...	790	101	1	.....	6	898
{ Unaided ...	194	53	1	2	.....	250
Primary Schools { Government	.....	.....	.....	.....	.....	.....
{ Aided ...	126	46	.....	.....	.....	172
{ Unaided ...	85	9	.....	.....	.....	94
Normal Schools { Government	.....	.....	.....	.....	.....	.....
{ Aided ...	.....	.....	.....	.....	.....	.....
{ Unaided ...	.....	.....	.....	.....	.....	.....
Girls' Schools ... { Government	.....	.....	.....	.....	.....	.....
{ Aided ...	.....	.....	.....	.....	.....	.....
{ Unaided ...	.....	.....	.....	.....	.....	.....
Total ...	1,464	270	5	2	6	1,747

5. The detailed statement of the social position of the schoolboys is appended. The totals give :—

Higher classes of society	.....
Middle       "       "	1,284
Lower       "       "	445
Unknown     "       "	11
	<hr/>
	1,747
	<hr/>

*Chittagong Division—Tipperah District.*

## 6. The race and creed of the masters :—

TABLE NO. III.

CLASS OF SCHOOLS.		BENGALIS.		Other races.	TOTAL.
		Hindus.	Musalmans.		
Higher Schools...	{ Government ...	6	2	.....	8
	{ Aided ...	.....	.....	.....	.....
	{ Unaided ...	4	.....	.....	4
Middle Schools...	{ Government ...	.....	.....	.....	.....
	{ Aided ...	44	1	.....	45
	{ Unaided ...	9	.....	.....	9
Primary Schools...	{ Government ...	.....	.....	.....	.....
	{ Aided ...	8	.....	.....	8
	{ Unaided ...	3	.....	.....	3
Normal Schools...	{ Government ...	.....	.....	.....	.....
	{ Aided ...	.....	.....	.....	.....
	{ Unaided ...	.....	.....	.....	.....
Girls' Schools ...	{ Government ...	.....	.....	.....	.....
	{ Aided ...	.....	.....	.....	.....
	{ Unaided ...	.....	.....	.....	.....
Total ...		74	3	.....	77

7. The Local Committee of Public of Instruction at Comilla are able to report themselves thoroughly satisfied with the zilla school head-master the result of the last University Entrance Examination and the consequent rapid increase in the numbers of the school. The present head-master joined the Comilla school within the last two years: he is a superior English scholar and I do not doubt the school will maintain a good position under his tuition.

One consequence of the increase of numbers in the school (198 at the end of the year under report) is that both the Local Committee of Public Instruction, the Deputy Inspector of Schools and the Collector remark on the insufficiency of the house accommodation. The house was never very well designed, and was not convenient when the school was small: it is now excessively inconvenient, and should the school continue to increase as it may be hoped to do, some alteration will be imperative. A complete rebuilding is proposed: but I do not make any recommendation till I see in the new zilla school rules what position Government takes with regard to the construction and maintenance of zilla school-houses.

8. The country schools of Comilla as a whole are decidedly below the average of those in Dacca or Barisal, both in number and in standard: though the schools at Bramirbaria are two of the best in South-East Bengal and the school at Moradnagar is also a good one. The number of Bhadra-loke Hindus in any particular village is

*Reports of Inspectors of Schools.*

insufficient to make a good Government school; and our schools (as the social return of scholars shows) attract the cultivating classes no more here than elsewhere.

9. The Deputy Inspector of Schools who makes the report for Comilla for the year ended 31st March 1872, only joined his post subsequently to that date. He therefore cannot report on many of the points suggested by the Lieutenant-Governor's letter.

He has inquired of the Muhammadans what kinds of schools they would attend. They say they would like to learn very very common literature, arithmetic of subhankar, zemindari, mahajani, and mudi's account, land surveying, instruction in agriculture, brick-making, &c.

The Deputy Inspector considers that the Government primary schools do attract the boys to some degree: but that the lowest classes, both Hindus and Muhammadans look on time spent on history and geography as wasted, and therefore prefer the purely national pathshala to the improved Government village school.

10. The Deputy Inspector is necessarily unable to hazard any conjecture regarding the amount of indigenous education in Comilla. I suspect it to be considerable: I have lighted on many guru pathshalas in this district and in one case found three containing upwards of 60 boys in a village where the aided vernacular school was very empty. The reasons are manifold which send boys to the old-fashioned guru: very low caste boys deem it quite improper that they should sit on benches besides young Babus and pretend to read. Then again the cost of the books in use in even the elementary classes of a Government school is very considerable compared with the simple machinery of plantain leaves which is all the guru requires.

11. In all this argument too I opine that the class attracted to the old guru mohashoys are not the masses, i.e. the ryots; fishermen &c., but a class one step above them (petty traders, &c.) and that the class which Government specially wishes to reach does not now go to any school.

12. I append the Collector's minute on the Deputy Inspector's report.

13. I also append (Form 2) of the Committee of 1865 filled up.

14. The following gentlemen are recommended to receive the thanks of the Educational Department for their zeal in promoting the cause of education:—

Babu Bhagaban Chandra Basu, Deputy Magistrate, Braminbaria.

Babu Ananda Prasad Rai, zemindar of Sarail.

*From G. S. Park, Esq., Officiating Collector of Tipperah, to the Inspector of Schools, South-East Division.*

Under the lately issued instructions of Government I have the honor to forward the report of the Deputy Inspector of Schools which I received on the evening of 29th April. I would have sent it two days ago, but have been suffering from indisposition.

*Chittagong Division—Chittagong Hill Tracts.*

2. I regret that this year I am unable to offer any remarks or criticisms that may be of value. I have been but three and a half months in this district and am unfortunate in finding that the Deputy Inspector was changed, after the expiry of the official year. I have had a long conversation with him on the educational system adopted in Bengal, but special information regarding this district he could not give me, except in respect of what he had gathered from the notes left behind by his predecessor. I have also not been able to visit the interior of the district, except for a few days, and have consequently had no opportunity of becoming acquainted with the district schools.

3. I may say however that I think this district will be always dependent on Government aid as regards lower class education. The apathy of the zemindars of Eastern Bengal is very great, even if it does not extend to active opposition. The more intelligent among them are very generally non-resident, and those that remain are not anxious that education should reach the masses.

4. There are some special recommendations in the Deputy Inspector's letter as regards the Government school viz., the appointment of a qualified mathematical master and the rebuilding of the school on a better plan. No doubt the advantages of both measures might be great, but the extra cost must be considered and it is for the department to decide whether money can be provided.

5. The vernacular school intends to apply for aid from Government at the close of the present vacation.

## CHITTAGONG HILL TRACTS.

1. The area of the present report is the district under the Superintendent, Chittagong Hill Tracts. As it contains two schools only, it is appended to the inspection district of the Deputy Inspector of Schools of Chittagong Zilla.

2. The annexed table gives the information required by paragraph 4 of letter No. 1222 of Government of Bengal:—

TABLE NO. I.

CLASS OF SCHOOLS.		Number of Schools.	Number of Masters.	Fees and fines.	Government Grant.	Local Sub- scriptions.	Total Ex- penditure.	Number on Roll on the 31st March 1872.	Daily average.
					Rs. As. P.	Rs. As. P.	Rs. As. P.		
Higher Class Schools	Government	...	...	.....	.....	.....	.....	...	...
	Aided	...	...	.....	.....	.....	.....	...	...
	Unaided	...	...	.....	.....	.....	.....	...	...
Middle Class Schools	Government	2	3	.....	2,649 15 8	120 0 0	2,769 15 9	58	43
	Aided	...	...	.....	.....	.....	.....	...	...
	Unaided	...	...	.....	.....	.....	.....	...	...
Primary Schools	Government	...	...	.....	.....	.....	.....	...	...
	Aided	...	...	.....	.....	.....	.....	...	...
	Unaided	...	...	.....	.....	.....	.....	...	...
Normal Schools	Pathshalas	...	...	.....	.....	.....	.....	...	...
	Government	1	2	.....	847 15 3	...	847 15 3	19	14
	Aided	...	...	.....	.....	.....	.....	...	...
Girls' Schools	Unaided	...	...	.....	.....	.....	.....	...	...
	Government	...	...	.....	.....	.....	.....	...	...
	Aided	...	...	.....	.....	.....	.....	...	...
Total		3	5	.....	3,497 14 11	120 0 0	3,617 14 11	77	56

*Reports of Inspectors of Schools.*

In this table, the so-called normal school at Rangamatia is split into two imaginary schools for the purposes of classification (as has also been done with the parallel case of Nongsowlia in Khasia) one constituting a normal school; the other a middle class English school.

3. The annexed table shows the race and creed of the boys as formerly returned :—

TABLE NO. II.

CLASS OF SCHOOLS.	BENGALIS.				OTHERS, EURASIANS, &c.		TOTAL.
	Hindus.	Muham- madans.	Christians	Total.	Christians.	Burmese Buddhists.	
Higher Schools { Government ...	.....	.....	.....	.....	.....	.....	.....
{ Aided ...	.....	.....	.....	.....	.....	.....	.....
{ Unaided ...	.....	.....	.....	.....	.....	.....	.....
Middle Schools { Government ...	.....	.....	.....	.....	.....	58	58
{ Aided ...	.....	.....	.....	.....	.....	.....	.....
{ Unaided ...	.....	.....	.....	.....	.....	.....	.....
Primary Schools { Government ...	.....	.....	.....	.....	.....	.....	.....
{ Aided ...	.....	.....	.....	.....	.....	.....	.....
{ Unaided ...	.....	.....	.....	.....	.....	.....	.....
{ Pathshalas ...	.....	.....	.....	.....	.....	.....	.....
Normal Schools { Government ...	.....	.....	.....	.....	.....	19	19
{ Aided ...	.....	.....	.....	.....	.....	.....	.....
{ Unaided ...	.....	.....	.....	.....	.....	.....	.....
Girls' Schools ... { Government ...	.....	.....	.....	.....	.....	.....	.....
{ Aided ...	.....	.....	.....	.....	.....	.....	.....
{ Unaided ...	.....	.....	.....	.....	.....	.....	.....
Total ...	.....	.....	.....	.....	.....	77	77

This return I fear is a very imperfect representation of the race and creed of the boys: but as will appear below I have the misfortune to be drawing up the present report out of old office records.

The fact is that at Manicksari the 19 boys are all "Hill Mughs" i.e. Burmese by race and Buddhists by religion.

At Rangamatia there are 30 Hill Mughs, 20 Chukmas, 6 Tipperas, one Gurkha and one Muhamādan.

The Chukmas I take to be Bengalis rather than Burmese but it is as wide a question as is that of their religion.

4. The detailed report of the social position of these boys is appended: the totals give—

Of the upper classes	...	...	0
„ middle „	...	...	10
„ lower „	...	...	67
			—
			77
			—

*Chittagong Division—Chittagong Hill Tracts.*

5. The annexed table gives the race and creed of the teachers :—

TABLE NO. III.

CLASS OF SCHOOLS.	BENGALIS.				OTHERS, EURASIANS, &c.		TOTAL.
	Hindus.	Muham- madans.	Christians.	Total.	Christian.	Buddhists.	
Higher Class { Government Schools ... Aided ...	.....	.....	.....	.....	.....	.....	.....
{ Unaided ...	.....	.....	.....	.....	.....	.....	.....
Middle Class { Government Schools ... Aided ...	2	.....	.....	2	.....	1	3
{ Unaided ...	.....	.....	.....	.....	.....	.....	.....
Primary Schools { Government Aided ...	.....	.....	.....	.....	.....	.....	.....
Unaided ...	.....	.....	.....	.....	.....	.....	.....
Pathshalas ...	.....	.....	.....	.....	.....	.....	.....
Normal Schools { Government Aided ...	1	.....	.....	1	.....	1	2
Unaided ...	.....	.....	.....	.....	.....	.....	.....
Girls' Schools ... { Government Aided ...	.....	.....	.....	.....	.....	.....	.....
Unaided ...	.....	.....	.....	.....	.....	.....	.....
Total ...	3	.....	.....	3	.....	2	5

6. It must be understood that the two schools maintained in the Hill Tracts of Chittagong at Rangamatia and Manicksari are civilizing schools maintained entirely by Government. The boys are boarded and fed at Government cost: and even under these circumstances the Deputy Inspector thinks there would be few boys in the schools unless by the pressure of the Superintendent, Hill Tracts.

7. The teaching staff in each school consists of two teachers one who knows Burmese and English, and one who knows Bengali and English. The Chackma language is impure Bengali and the Hill Mugh language is Burmese. By the combined efforts of the teachers the boys are thus (both Chackmas and Burmese) taught English up to the middle class school standard: or rather it is intended that they should reach that standard.

8. The Deputy Inspector of Schools on his last visit was not very well pleased with the educational progress of these schools. They must however be judged by a standard of their own. I believe the Superintendent, Hill Tracts, would be very sorry to lose them: many of the pupils have already proved useful in the public service.

I last saw the Rangamatia school three years ago, and looking to all the difficulties surrounding them I thought the teachers must have worked conscientiously to produce the results such as they were.

9. On my two visits to these hills I have formed a very favorable opinion of the natural intelligence and capacity of the people: I do not see why they might not in a comparatively short time attain a high educational standard. The Chackmas are lively and quick: the

*Reports of Inspectors of Schools.*

Hill Mughs i.e. Burmese showed I thought talents both for languages and arithmetic. The Tipperahs seem a heavier race.

10. I regret to give so imperfect a sketch of this educational district which offers so many points of interest. The Deputy Inspector's report was duly despatched to the Superintendent, Hill Tracts, but has up to date not been returned with his remarks to this office. I thus have not merely lost the advantage of Captain Lewin's minute, but the departmental statistics and reports. The present sketch is compiled out of my office records assisted by my own recollections of these hills three years ago.

*From Captain T. H. Lewin, Deputy Commissioner, Chittagong Hill Tracts, to the Inspector of Schools, South-East Division.*

I have the honor to forward herewith the district report of the Deputy Inspector of Schools, Chittagong Hills.

2. I have been absent on special duty from my district for the last seven months and have but just returned and find that the report in question is already overdue, and press of arrears of absolutely imperative work cause me to forward the report without recording my own views thereon. I trust that the subject may be held in abeyance until I have an opportunity of addressing you more fully on the subject which I shall do at an early opportunity.

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## PATNA DIVISION—PROVINCE OF BEHAR.

*From the report S. W. Fallon, Esq., M.A., Ph.D., Inspector of Schools,  
North-West Division.*

The progress of the whole North-West Circle during the year is exhibited in the following tables:—

*Statement showing the number of Candidates who have passed the  
Entrance Examination in the session 1871-72.*

DISTRICTS.	PASSED IN					JUNIOR SCHOLARSHIPS AWARDED.				
	DIVISION.			Total.	Merit Marks.	DIVISION.			Total.	Merit Marks.
	1st.	2d.	3rd.			1st.	2nd.	3rd.		
<i>North-West Division.</i>										
Bhagulpur ...	3	4	2	9	19	...	3	...	3	9
Gya ...	1	...	...	1	3	...	1	...	1	3
Monghyr ...	...	2	...	2	4	...	...	2	2	2
Patna, Normal ...	...	...	2	2	4	...	...	...	...	...
Motihari ...	...	...	1	1	1	...	...	...	...	...
Purnea ...	...	1	...	1	2	...	...	...	...	...
Chupra ...	...	...	...	...	...	...	...	...	...	...
Arrah ...	...	2	...	2	4	...	...	1	1	1
Mozafferpur ...	...	1	2	3	4	...	...	...	...	...
<b>Total</b> ...	<b>4</b>	<b>10</b>	<b>7</b>	<b>21</b>	<b>39</b>	<b>...</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>11</b>

The following tables show the number of pupils who passed respectively the Minor and Vernacular Scholarship Examinations:—

*Comparative table showing the number of Candidates who passed the  
Minor Scholarship Examinations in the years 1870-71 and 1871-72.*

DISTRICTS.	1870-71.					1871-72.				
	PASSED IN			Total.	Merit Marks.	PASSED IN			Total.	Merit Marks.
	1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.		
Tirhoot ...	1	1	3	4	7	3	3	1	7	16
Bhagulpur ...	...	1	3	4	5	1	1	...	2	3
Gya ...	...	2	5	7	9	...	1	2	3	4
Patna ...	...	2	3	5	7	1	...	...	1	3
Monghyr ...	...	1	1	2	3	...	1	...	1	1
Shahabad ...	...	...	...	...	...	...	...	1	1	...
Sarun ...	...	...	...	...	...	...	...	...	...	...
Purnea ...	...	...	...	...	...	...	...	...	...	...
<b>Total</b> ...	<b>1</b>	<b>7</b>	<b>14</b>	<b>22</b>	<b>31</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>15</b>	<b>31</b>



*Reports of Inspectors of Schools.*

*Comparative table showing the number of Candidates who passed the Vernacular Scholarship Examinations in the years 1870-71 and 1871-72.*

DISTRICTS.	1870-71.					1871-72.				
	PASSED IN			Total.	Merit Marks.	PASSED IN			Total.	Merit Marks.
	1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.		
Tirhoot ... ..	12	24	25	61	109	34	24	10	68	160
Sarun ... ..	11	4	11	26	52	7	22	15	44	80
Gya ... ..	16	10	9	35	77	6	19	17	42	73
Shahabad ... ..	6	7	8	21	40	10	12	8	30	62
Bhagulpur ... ..	13	3	5	21	50	4	10	6	20	38
Patna ... ..	7	3	4	14	31	...	9	8	17	26
Monghyr ... ..	5	4	8	17	31	1	...	9	10	12
Purnea ... ..	...	1	2	3	4	...	1	8	9	10
Total ... ..	70	56	72	198	394	62	97	81	240	461

It thus appears that 15 pupils passed the Minor Scholarship Examination in 1871-72, against 22 in 1870-71, and that the merit marks were equal; while 240 passed in 1871-72, against 198, their merit marks being 461 to 394.

In the Vernacular Scholarship table Tirhoot is a long way ahead of other districts. Sarun, showing 44 against only 26 last year, has shot ahead of Gya, and stands second. The lowest in the scale is Purnea, which has passed 9 pupils against only 3 passed in the previous year. Monghyr has passed only one more than Purnea.

The progressive increase in the past four years in the number of candidates for Vernacular Scholarship Certificates only is exhibited in the following table:—

Number of Candidates appeared in 1868-69.	Number of Candidates appeared in 1869-70.	Number of Candidates appeared in 1870-71.	Number of Candidates appeared in 1871-72.
135	129	207	299

This table indicates especially the progress of vernacular education, among the connections of the old school of amla, mukhtars, and vakils who long scorned the vernacular education of our schools so long

*Patna Division—Behar District.*

as education was not a necessary qualification for admission to the Pleadership Examination.

The next table shows the number of candidates who appeared and passed in each district. It will be noticed that in Purnea only two candidates appeared. This fact shows (1) to what an extent the courts and the subordinate administration are monopolized by natives of other districts; (2) the apathy and mental prostration induced by rich pasture lands on which it is no expense to keep cattle, and by the enervating effects of a malarious fever-laden atmosphere. For it is not as though there were no schools to which the inhabitants could resort for the purpose of qualifying themselves for Vernacular Scholarship Certificates. The schools that do exist, few as they are, are not half filled.

*Comparative table showing the number of Candidates who passed the Vernacular Scholarship Examination from each District for Certificate only in 1871-72 :—*

Order of Merit.	DISTRICTS.				Number appeared.	Number passed.	Number failed.
1	Tirhoot	...	...	...	105	27	78
2	Bhagulpur	...	...	...	27	11	16
3	Shahabad	...	...	...	34	9	25
4	{	Gya	...	...	41	8	33
		Patna	...	...	32	8	24
6	Monghyr	...	...	...	28	5	23
7	Sarun	...	...	...	30	4	26
8	Purnea	...	...	...	2	1	1
	Total				209	73	226

The small percentage, under 25 per cent., of candidates passed by the Deputy Inspectors and head-masters of training schools, by whom this examination was conducted, may be taken as an indication of the honorable strictness with which the duty has been performed; for it is notorious that the certificate which admits to the Pleadership Examination might command a high price in the market if it could be bought.

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A further criterion of educational progress is afforded by the following comparative statement of books sold, showing an increase of 30 per cent. as compared with the previous year:—

*Table showing the value of Books sold in each District during the years 1870-71 and 1871-72.*

DISTRICTS.						Value of Books sold during the year 1870-71.	Value of Books sold during the year 1871-72.
						Rs. A. P.	Rs. A. P.
Firhoot	...	...	...	...	...	544 7 9	550 0 0
Sarun	...	...	...	...	...	325 8 4	332 11 6
Patna	...	...	...	...	...	318 11 3	451 2 5
Gya	...	...	...	...	...	307 12 7	368 13 6
Bhagulpur	...	...	...	...	...	207 13 4	280 11 0
Monghyr	...	...	...	...	...	180 14 3	337 9 3
Purnea	...	...	...	...	...	179 14 6	194 8 0
Shahabad	...	...	...	...	...	169 14 9	401 11 9
Total						2,235 0 9	2,915 8 5

The last table which I shall give exhibits the number, nature, and value of the appointments obtained during the year by the pupils of each class of schools, with the period of study, and the number of the class which the employés had attained in the school.

## Patna Division—Behar District.

Return of Pupils who obtained Employment in the year 1871-72.

GOVERNMENT AND OTHER SCHOOLS.	SCHOOL CLASS TO WHICH THEY BELONGED.				Average period of Study.		NATURE OF EMPLOYMENT.														Average Salary of Employ- ment. Rs. A. P. 25 10 0										
	Number of Students.	First.	Second.	Third.	Fourth.	Year.	Month.	Clerk.	Muhurir.	Teacher.	Deputy Post-Master.	Munshi.	Bakshi.	Amin or Native Surveyor.	Constable.	Gomasta.	Chapassal.	Taid or Persian Office Apprentice.	Nasir.	Record-keeper.		Post-and-keeper.	Tebildar.	Deputy Inspector of Schools.	Sub-Deputy Inspec- tor of Schools.	Munsarum.	Supervisor.	Government Service.	Private Service.		
Higher English, Govern- ment and Aided ...	1,629	7	1	...	...	...	4	3	1	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	4	35 5 4	
Middle English, Govern- ment and Aided ...	1,040	...	1	1	1	1	3	6	1	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	2	7 7 0	
Middle Vernacular, Gov- ernment and Aided...	3,471	29	5	3	...	...	6	2	8	12	...	...	...	1	1	2	2	3	1	1	1	1	...	...	...	...	...	18	19	59 0 0	
Patna Normal School, English Department,	27	5	...	...	...	...	1	10	...	2	...	...	...	...	...	...	...	...	...	...	...	...	2	1	...	...	...	4	1	11 6 10	
Patna Normal School, Vernacular Depart- ment ...	7	6	...	1	...	...	3	3	...	6	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	6	1	8 0 0
Montsepur Training School ...	19	5	1	...	...	...	7	7	...	4	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	5	1	8 9 4	
Purnea Training School,	20	...	12	...	...	...	1	0	...	2	7	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	1	8	8 9 4	
Bhagpur Training School ...	20	10	5	...	...	...	1	7	...	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10	5	8 9 4	
Gya Training School ...	24	7	...	...	...	...	2	0	...	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	...	10 11 5	
Chupra Training School	15	6	2	...	...	...	1	7	...	6	...	...	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...	4	4	9 9 3	
Total ...	6,334	75	27	5	1	...	2	3	5	13	63	1	1	1	1	4	2	2	5	1	1	1	1	1	2	2	1	67	41	17 2 11	

*Reports of Inspectors of Schools.*

An analysis of this table shows that 108 pupils obtained employment, of whom 67 are Government servants and 41 are private servants. In this number as many as 63 fill the office of teachers and 4 that of Sub-Inspectors, giving a total of 67 Educational officers; 13 are mohurirs; 5 are English clerks; 5 are *taiids* or apprentices; 4 are constables; and 2 are chaprassis.

Looking at the average value of the appointments obtained by pupils from each class of schools, the highest Rs. 59 belongs to the English department of Patna normal school. The next highest Rs. 25 10 annas to higher English schools, very little more than middle English schools get. The average Government valuation of vernacular education, as represented by the training schools, is Rs. 9, or less than *two-fifths* of what is secured by an acquaintance with foreign English.

While the average period of study qualifying for employment was "four years" in the English schools, it was under "two years" in vernacular training schools.

It is satisfactory to find that so large a proportion as 69 per cent. of the employes came from the highest class in the school, while 25 per cent. came from the second class.

The proportion of pupils who obtained employment is to the aggregate number of pupils in all classes of schools as 108 to 6,334.

## PATNA DIVISION—PATNA DISTRICT.

The number of schools of each class, the number of pupils in attendance, and the total outlay during the year, are exhibited in the annexed table.

**Patna Division—Patna District.**

[illegible]

*Reports of Inspectors of Schools.*

Comparing 1871-72 with 1870-71, the number of higher schools remained the same. The first in the table is the college schools. Behar school had an average daily attendance of 128 pupils against 41, and realized Rs. 2,004-4-4 in aggregate monthly subscriptions and donations, against Rs. 1,851-6-0. The other two schools are rather classes under private tutors who prepare candidates for the Entrance Examination.

The existence of the aided school in Behar is due to Syud Zain-ud-deen Hossein Khan, Deputy Collector, under whom Rs. 8,000 were obtained for a school-house and furniture, and Rs. 260 as a monthly subscription. 108 pupils attended the school. Syud Zain-ud-deen Hossein Khan however was transferred to Patna in 1870, and the monthly subscription fell to Rs. 150 and the attendance to 41. Under Mr. Broadley however, in 1871-72, the monthly subscriptions again rose to Rs. 275, and the attendance to 128. But Mr. Broadley was transferred soon after the close of the official year, and the attendance, as I learn, has fallen to 50 pupils. It remains to be seen what the amount of monthly subscriptions will be during the coming year. Unless the subscriptions are maintained at the present figure, it will be impossible to keep up the Behar school as a "higher school," to which *status* it was raised from a middle school at the request of the sub-divisional officer. It should be noted that while there were as many as 208 boys borne on the register on the last day of the year, the average daily attendance was only 128.

I visited this school last November. The building, the library and large globes, and the large attendance, all spoke of the great influence of the Sub-divisional Magistrate, and the personal interest which Mr. Broadley took in the school. But the common defects of aided schools are present here. No vernacular is taught. It is all Persian and Arabic, and the Urdu Entrance Course. The *Karima* is learnt by heart, without the meaning being explained, just as they do in the *muktab*s. There is a want of discipline, especially in the lower classes. In the 6th class I noticed a number of boys huddled together, noisy, and disorderly. The mode of instruction is no mode at all. The boys do not take up mistakes, and the teacher does not see them. One boy reads a portion, and the next boy, and the next, and the next after him go on reading the same over and over again. Hardly ever is a question put. The minds of the boys are not exercised. No boy in the 4th class could give me the opposites of "rise," "make," "begin;" and in arithmetic they could not tell me the sum of  $\frac{2}{3}$  and  $\frac{1}{3}$ . The 3rd class had read only four pages of their English Reader. No boy could make an intelligible translation of what he had read. In arithmetic they could not find the difference between 5 and  $\frac{1}{3}$ . If the question had been put in the stereotyped way, "Subtract  $\frac{1}{3}$  from 5," they might perhaps have worked it out, by rule, on a slate. The 2nd class boys could not

*Patna Division—Patna District.*

Tell me the opposites of "different," "combine," "cover," "nature," "natural."

The 1st class did fairly in geometry, but they could not give me a translation of the common colloquialism "Don't lose your temper."

The boys play cricket and croquet.

The number of middle schools was 15, the same as last year. The aggregate number of pupils was 734 against 670.

Middle schools.

Dinapur aided school and Karaperseraï private school are the best of these schools. Next come Barh, and then Jhanganj aided school, a long way behind.

Of ten middle class schools maintained by Government, four schools, viz., Silao, Pali, Islampur, and Sohseraï are not acceptable to the people, and no better localities can be found for these schools. These schools have always been reported as "indifferent" and "bad" in consequence, and I have not visited them. I would suggest that the money spent in maintaining these schools be applied to the improvement of a certain number of indigenous schools on the plan sanctioned by the Government for the district of Purnea.

Vernacular.

A still better plan would be the location of a middle and a lower school in the same building—the middle school for boys willing to study the higher course, as it is taught in Government schools; and the lower school approximating in its general features more nearly to the indigenous school course, which is preferred by a large majority.

The Officiating Magistrate, Mr. Mangles, examined some of the boys of Naubatpur school, who could read very fairly.

The two first classes of Islampur school were examined by the same officer, who was pleased with what he heard.

Of Barh model school Mr. Mangles writes:—"I examined some of the classes and was satisfied with the progress made by some of the boys whom I remembered last year."

Of Mokamah middle school, the Sub-Divisional Officer, Mr. Gordon, writes that "the people apparently take an interest in education. The number of boys has increased from 30 to 80. Some credit appears due to the head-master, who seems desirous of seeing the school prosper."

Primary schools, with 20 pupils and upwards, were 47 against 15. Of this number four are Government schools. Besides these, statistics have been obtained of 65 small schools, with an attendance of 533 boys, or an average of 8 boys to each school.

An, unaided Bengali girls' school at Bankipur, of which statistics have not been furnished\* by the Manager, is the only girls' school in the district besides the

Girls' schools.

\* Statistics since received show that 23 girls are receiving instruction in this school.



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convent for European and native orphans at Bankipur—a fair school in which 65 orphan girls are educated. In this number is not included the attendance in the private school, of which no statistics are supplied.

The Roman Catholic school at Koorje for orphan boys has 73 pupils under instruction. Of the private school of the same establishment no statistics are furnished.

The only primary schools which teach according to any rational system are the three Government schools at Lai, Sultanganj, and Rajapur.

There were 10 indigenous schools under improvement from September to December 1871. But the gurus, who received Rs. 5 a month each from the Primary schools. Reward Fund, have not yet passed the prescribed examination for certificates; and the improvements which had been begun, have ceased with the stoppage of their allowances, to be restored to them when they pass their examination.

All the other schools given under this head are indigenous *pathsalas* and *muktabas*. An interesting account of this class of schools, furnished by the Deputy Inspector, Munshi Suraj Mal, is given under the head of General Remarks.

The Muhammadan inhabitants of Patna are more bigoted than those of any other district in the Patna division. There is Patna, with its *dargahs* and numerous *imambaras*; and Behar, with its *chillas* and famous *dargah* of Sharf-ud-din Behari, esteemed of such sanctity that even an “educated” Deputy Collector will take up his abode for the prescribed forty days within its holy precincts that he may be cured of his ailments. There is Munair, with its celebrated *dargah*, to which the *Khadem* tells you how a holy man used to trudge on foot from Behar forty miles every day that he might read the *Koran* with an eminent Doctor of Divinity, and how the pious diligence of the pupil was rewarded, for he commanded the Soane, which delayed him in his daily journeys, to flow on the other side, where it still flows to this day. There is Barh, with its wealthy and influential Muhammadans and *dargahs* and spiritual guides (*shahs*); Fatuha, with its renowned *shah*, counting many disciples; Phulwari, with its *Kunga* and *dargahs*; with some other villages of less note. In all these places Muhammadan influence predominates, and our European system of education makes but little way in comparison in this district. Phulwari middle school had to be given up in 1864, and the inhabitants have never shown the least desire for the restoration of the school, as they have done in some other districts where they have come to value what they had lost.

In Munair however our perseverance has met with better success.

Munair. The school is one of the best among the passable schools of this district, and recently a great triumph has been achieved in the circumstance that one of the grandees,

*Patna Division—Patna District.*

the *Gaddi-nashin* of the *dargah*, has condescended to permit his son to sit on the same form with "common" boys, and the boy is making fair progress. It is said that other magnates are likely to follow his example.

One drawback, which yet makes the *râis* (gentry) keep aloof generally from our vernacular schools, which they otherwise think well of, is the principle of equality which enjoins that high and low shall sit alike on the same form. This is something which the pride of the Oriental magnate, the lord of many acres of land to whom the village world pays homage, will not brook by any means.

The school-house was repaired with funds raised through the kind influence of the Cantonment Magistrate of Dinapur, Colonel Emerson.

The vernacular school at Pali has been provided with a suitable house and furniture by the Officiating Magistrate, Mr. Mangles.

The Officiating Collector of Patna remarks generally on the unsuitableness of the school-houses which are provided by the inhabitants.

There is no jail or police school in Patna.

Patna normal school, entered in the classification return of 1870-71 as an English school, is only the English class attached to the vernacular normal school which stands next in the list.

The monthly average of 11 pupils, shown in the return for that English Department year as belonging to this English class, are only cost per head. the superior stipendiary pupils. By a strange inadvertence the preparatory English class of junior stipendiaries and pay-students, consisting of 18 pupils, was left out. The actual number of pupil-teachers in the attached English class was therefore 29, not 11; and hence the monthly cost per head for each pupil-teacher of the English class was Rs. 10-6-5 and not Rs. 19-6-10.

The attached English class of pupil-teachers is for the training of subordinate English teachers for the higher schools, and head-masters for middle schools. *Four* of the best officers in the most important posts in this division are from this department of Patna normal school, viz., Munshi Abdul Rahim, Deputy Inspector of Tirhut, the most advanced district in Behar; Munshi Parma Nand, late head-master of Mozafferpur training school; Munshi Bhuan Lal, late head-master of Bhagulpur training school; and Munshi Ram Prakash Lal, the present head-master of Bhagulpur training school. The education reports show that these four officers are especially commended by the highest civil authorities, *Four* others have recently been appointed from this school, *three* as Deputy Inspectors, and *one* as head-master of a training school.

In considering the cost per head of the vernacular normal school *Extra languages taught at Patna, it should be remembered that in this in Behar.* school provision is made for teaching four Oriental languages, viz., Arabic, Persian, Sanskrit, and Hindi, whereas in Bengal

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only two Oriental languages, viz., Sanskrit and Bengali, have to be provided for.\*

Use of Patna normal school. Hindustani teachers wanted.

The special reasons for the existence of the Patna normal are the following :—

Whereas in the Patna college and higher English schools, and notably in the higher classes, Bengalis constitute sometimes a large proportion of the class, in Patna normal school all the 83 pupil-teachers are Hindustanis, and Hindustani teachers are the crying want of Behar.

In higher English schools, in 1871-72, there were 248 Muhammadans to 1,100 Hindus, as 1 to 4·5; and in the Patna college there were 99 Muhammadans to 378 Hindus, as 1 to 3·8. In the vernacular department of the Patna normal school however there were 35 Muhammadans to 32 Hindus, as 1·1 to 1; while in the English department there were but 4 Muhammadans to 23 Hindus. The vernacular school is manifestly over six times as popular with Muhammadans as the English school is, and this notwithstanding the high market value of English, as against a vernacular education, for which there is no pecuniary demand, if we except a limited number of teacherships on Rs. 5 to 15 a month, and the prospect of passing as pleaders.

The Patna normal school therefore educates, and is adapted to educate, a considerable section of an important community who would otherwise go without any education at all, seeing that a large proportion deliberately prefer a vernacular education, which has little or no value in the market to the high emoluments and authority which English commerce and the Government have attached to a knowledge of English. However desirable it may be to afford special encouragement to the study of English, the fact remains that some liberal education, even through the medium of the vernacular, is better than none. If these same pupils were not under instruction in the vernacular normal school, they would be found in the Persian *muktab*, where Persian and Arabic is all, and no one branch of a liberal education is ever taught, to say nothing of the neglect of mental discipline and the vernacular, or they would be receiving such training as is to be acquired in the unwholesome atmosphere which hangs about a law court.

The number of pupil-teachers under instruction depends on the number of stipends allowed, and the number of class. paying students will always be as the money value of the investment. Only let the selection for vernacular offices be made exclusively from the ranks of men who have received a sound liberal education in the vernacular, as appointments requiring a knowledge of English are now given exclusively to pupils of English schools,

\* Sanskrit has been since abolished by order of the Government.

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vernacular schools will not be able to contain the number of students who will be pressing for admission.

The standard of the vernacular normal school at Patna is not below that of higher English schools, while in some respects it is higher. History, geography, arithmetic are taught quite as well in the vernacular as in English, and about a third of the time; while in mathematics the vernacular pupils read up the First Arts Course, just as the English pupils do. The pupil-teachers also receive lessons in the elements of physical science, with experiments—an advantage which the pupils of higher English schools do not yet enjoy.

Patna normal school is the one higher class training school for the province of Behar, and an important and influential city like Patna is undoubtedly the most eligible situation for such a school. In no other town in Behar would it be possible to bring together anything like the same number of youths of good position, already versed more or less in the literary accomplishments which secure for their possessors a certain influence in native society.

It is of the utmost importance also that the divisional normal school on which the Inspector has to depend for the supply of qualified teachers for the division, should be at the head-quarters of the Inspector of Schools, so as to enable him to exercise effective direction and control.

On the merits of this institution Mr. Bayley, Officiating Commissioner, has recorded the following notice in the visit book:—

"I spent two hours in inspecting the normal school. The English department seems much on a par with other schools, the boys being taught out of an annotated text-book, with a view to pass the University Examination, and apparently nothing further. The system of vernacular teaching is much more satisfactory, and is based on thorough and accurate instruction, *ab initio*, never slurring over a step in the process. The boys are accustomed to use their own minds and work out things for themselves, instead of merely exercising their memory. It endeavours also to give the boys an interest in their work, instead of trusting wholly to the impetus of competition. I was present when one of the teachers, and afterwards the head-master, gave the boys a vernacular lecture in some of the branches of physical science, and was very much pleased. By illustration and questioning and frequent explanation, he showed that the boys had learnt, and learnt in a way they are not likely to forget, the principles of the lever, of the pump, of atmospheric pressure, &c. In fact, he has in existence a physical science class of the kind that the Government wishes to have generally introduced, and I have no doubt he will shortly turn out men quite competent to give instruction on these subjects in the vernacular. The head-master has prepared text-books in Hindustani on the subject, which are said to be in all respects admirable.

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"The system of pupil-teaching seems to work satisfactorily and to be carefully looked after. The normal school is supplying, and I hope will continue to do so, in increased numbers, a class of qualified teachers for the vernacular schools throughout Behar. The want of these is at present the greatest obstacle to successful instruction throughout the province, and no pains should be spared in the endeavour to remove the reproach."

Only two pupils, one Muhammadan and one Kaith, passed the Entrance Examination from the Entrance Class taught by Babu Trailakya Nath Basu, M.A. In the last five years this school passed on an average 7 pupils every year.

One pupil from the district passed the Minor Scholarship Examination, and 17 pupils passed the Vernacular Scholarship Examination.

The following table exhibits the nature and value of the appointments obtained by the pupil-teachers, and of the castes and professions of their parents :—

Appointments obtained  
by pupil-teachers.

## Patna Division—Patna District.

NAMES OF PUPILS.	Caste.	Profession of Parents or Guardians.	Nature of Employment.	Private or Government Service.	Salary. Rupees.
<i>English Pupil-Teachers.</i>					
Dip Narayan ...	Kaith	.....	Deputy Inspector of Schools ...	Government ...	75
Kuldip Sahai ...	Kaith	.....	Deputy Inspector of Schools ...	Government ...	75
Fateh Bahadur ...	Kaith	.....	Head-master, Training School...	Government ...	75
Jangli Lal ...	Cowherd	Peon	Second English Teacher ...	Private	40
Gajadhar Prasad ...	Kaith	Private servant...	Sub-Deputy Inspector of Schools	Government ...	30
<i>Hindustani Pupil-Teachers.</i>					
Mahammad Munser ...	Muhammadan	Mohurir	First Hindustani Teacher	Government ...	12
Mannu Lal ...	Kaith	Plender	Sub-Deputy Inspector of Schools	Government ...	20
Abdul Latif ...	Muhammadan	Private teacher...	Second Teacher ...	Government ...	10
Gajadhar Prasad ...	Kaith	Private servant	Second Teacher ...	Government ...	10
Bejrumar ...	Kaith	Private servant	First Teacher ...	Government ...	15
Shiva Prasad ...	Kaith	Plender	First Teacher ...	Government ...	12
Ambica Sukul ...	Brahmun	Priest	First Hindi Teacher	Private	5

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The table shows that 11·28 per cent. of the pupil-teachers in the school obtained employment during the year. But the numerical test by itself conveys a very inadequate idea of the usefulness of this institution. The importance and value of the posts for which it prepares candidates are large elements in a correct estimate, which should take into account quality as well as quantity. Among the offices for which we have to depend on the normal school for a supply of persons qualified to fill them, are those of Deputy Inspectors and head-masters of training schools, and it will be noticed that three such appointments are shown in the table.

All the twelve employés are Hindustanis, who are so greatly wanted in the Hindustani province of Behar; and three of this number are Muhammadans, eight Kaiths, one is a Brahmun, and one a gwala (cowherd).

Looking at the professions of the parents, it is noticeable that most of the successful pupils are the sons of vakils, amlas, and teachers. The same fact has been noticed by me in our middle vernacular schools, where almost invariably a boy, with whose sharpness I am struck, turns out to be the son of a pleader or one of the amla, and less frequently of a Hindu priest or a teacher. In English schools however there is so very much of getting by heart that the boy who plods and crams most, gets the prizes, and the result is an almost dead level of dull uniformity. Inherited capacity is paralyzed for want of exercise.

Hindus excel, as a rule, in mathematics. Muhammadans seem not to want arithmetic, and do not teach it in their schools. The bannias and bankers are the Hindus, and the capacity which the boys inherit for "the science of relations," shows itself when it is applied to mathematics. The Hindu mind is more intent on getting riches. The Muhammadan mind is busy rather with schemes for obtaining influence and power. In most large villages and towns the thrifty, hard-working Hindu population are the most numerous and wealthy; but the preponderating influence is Muhammadan. *Das Hinduon men ek Musalman* is a common saying among the Hindus, for the ascendancy which one or a few Muhammadans acquire over a much larger proportion of Hindus.

The middle and lower schools of each district are under the immediate control of the Deputy Inspector of the district, and the proper function of the Inspector of the division, which consists of ten districts, is to test periodically the value of the work done by each Deputy Inspector, and by the head-masters of higher and training schools, which are immediately under the Inspector.

For the purposes of this test, each Deputy Inspector has to furnish a quarterly return of his schools in order of merit, and to class them besides as "excellent," "good," "fair," "moderate," "indifferent," or "bad." Now, as it is the interest

*Patna Division—Patna District.*

of the Deputy Inspector to enter his schools in a high class, obviously the testing of the Deputy Inspector's work implies the testing of the claims of the schools at the top and middle of his order of merit list, and not of the schools which are admittedly "indifferent" or "bad." The most valuable results of administration are obtained, not by the superior officer doing the work of the subordinate officer, but by the exercise on his part of an intelligent, discriminating, and vigilant supervision of the subordinate authority who is thus stimulated to do his best.

The notion sometimes entertained about "a bad school requiring more looking after," and the "fostering care" needful in their case, &c., &c., is natural enough to civil authorities, whose lightest wish is so promptly gratified, and often anticipated, by a submissive population. One of the civil authorities has only to show himself in a school, and the school will fill and thrive to his heart's content, if the natives see that the *hakim* is really anxious that the school should get on. But it is absurd to suppose that an Inspector of Schools, from whom the people have nothing to hope or to fear, can, in a visit of two hours, make a popular and efficient school of one that is unsuccessful from the very conditions in which it is placed, viz., the indifference of the inhabitants to the education which is offered them, or the incompetency of the teacher when a better man is not to be had.

It is a familiar adage that the master makes the school. The Deputy Inspector's task is to look out the best teachers available, to direct them in their work, and to see that they do it. The Inspector's business is to test the merits of the Deputy Inspector's selections, and to direct and supervise both the Deputy Inspector and the teacher as far as he can, but more particularly the officer who is immediately responsible to him.

The department is sometimes blamed, wrongly, for such things as Correspondence with the civil authorities. the unsuitableness of the accommodation, the want of books or maps, and the small attendance; and sometimes unfavorable comparisons are made between such unlike things as the small attendance in the *vernacular* schools, the pupils of which do not get appointments, and the large attendance in the *English* school, the pupils of which do get appointments. Copies of such notices are sent to the Inspector by the Commissioner of the division, or by the Collector, from one district and another district, and the Inspector's attention is drawn away from the proper and more important duties of his office, in draughting replies to each and every such notice, and in intimating to the civil authority, perhaps for the twentieth time, that the Government does not provide school buildings, or books and maps; that the paucity of students, where the teacher is not inefficient, is due wholly to the disposition of the inhabitants, who do not care for the education offered them; and that vernacular schools can never compete in point of numbers with English schools, until the demand for vernacular scholars shall be as the demand for English scholars.



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Very extravagant notions are sometimes entertained of what an Inspector of Schools can or should do. As a case in point, I beg to extract the following note by an Officiating Collector, recorded by him in the margin of the Deputy Inspector's Annual Report just received from the Collector's Office. It confirms my anticipations, set down in the beginning of this report, respecting the probable fate of an aided sub-divisional school, and it shows also what vague and unreasoning expectations are sometimes formed respecting the duties and powers of this department :—

"I am of opinion that this school will require the earnest attention of the Inspector for some time to come, as, owing to the transfer of Mr.—, I am afraid that the subscriptions and the schooling fees will at once fall off, when there will not be requisite funds for the pay of the masters, whose numbers have been greatly increased by Mr.—, whether in consultation or with the consent of the Inspector, I do not know."

What form this earnest attention is to take is nowhere stated, and it is not very apparent. It would seem, however, that the Inspector is expected to maintain at their present figure the unusually large subscriptions yielded to Mr.—, the sub-divisional officer, and so soon to be withheld, now that Mr.—has ceased to be the sub-divisional officer.

It seems difficult to account for the greatness of the Collector's faith in the potency of an Inspector of Schools to extract money from unwilling givers, as an officer vested with large judicial and executive powers may find it easy to do. However, the influence belonging to official authority may assume by insensible degrees the more pleasing aspect of personal influence, there will always be room for scepticism till the virtue of personal influence can be seen dissociated from official authority.

The truth is that in no sub-division is it yet possible to keep up an English school on the scale of the—school, with a head-master on Rs. 125 and 9 other teachers\* on Rs. 15 to 50; and in no other sub-division has so ambitious an enterprize been attempted. The past history and impending fate of the—aided school should satisfy the Government that there is no stability in schools which are summoned into existence for a brief space by the mere breath of authority, and

			Rs.	A.	P.				Rs.	A.	P.
* Head Teacher	...	...	125	0	0		Brought forward	...	330	0	0
2nd Teacher	...	...	50	0	0		2nd Maulvi	...	20	0	0
3rd Teacher	...	...	40	0	0		3rd Maulvi	...	15	0	0
4th Teacher	...	...	30	0	0		Pundit	...	20	0	0
5th Teacher	...	...	20	0	0		Servants	...	20	0	0
6th Teacher	...	...	15	0	0		Library books	...	10	0	0
1st Maulvi	...	...	50	0	0		Prize books	...	5	0	0
							Contingencies	...	5	0	0
Carried over	...	...	330	0	0		Total	...	425	0	0

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which are destined as quickly to fall to pieces no sooner the props and supports are removed. There is no real growth except what is spontaneous and draws by its own power the nurture which it assimilates.

In this, as in other eight districts, I have carefully examined every school which the Deputy Inspector classed as "good," "fair," and "moderate," or which I had reason to believe entitled to come under one of these classes. "Indifferent" and "bad" schools are only sometimes inspected when they happen to be on or near the line of my tour, and I have time to make the inspection. The failure of such schools is commonly owing to the indifference of the inhabitants, who do not care for the education which is offered them, and, after sufficient trial, the school is transferred to a more promising locality, when there happens to be one in the district.

**The inspectional work of the Inspector of Schools.** In conducting my inspection of a school, I begin by a general survey, in which I take in its prevailing tone and discipline, and what there is of life and activity in it, eagerness and emulation. I then take the pupils class by class, beginning with the lowest. Now I take a note of the number of pupils present, and of the quantity read, remarking on it as small or large, absolutely, and in comparison with other schools. I then select a passage, in which I require the teacher to teach the class as he is accustomed to do; the head teacher and the Deputy Inspector, if he is present, being directed at the same time to supply omissions and defects in the teacher's method of instruction; while I step in from time to time to supply their deficiencies. All this time I am noticing the proper or improper behaviour of the teacher and his pupils, who have not now to be checked often for indecent behaviour, I am happy to say, as I had to check them in the first two or three years of my incumbency. A reprehensible practice, which has been for some time wholly suppressed, is, the habit which the teachers had of sneaking up to the boy under examination and prompting him, and when this mode was not practicable, the teacher would get behind me and make round O's and other signs with his lips, the well-tutored pupil always looking towards his teacher for the expected signals. In the lower classes, where the subjects are few, I examine in every subject; but the higher classes are examined in only two or three subjects. When this examination is concluded, and the names of the most proficient and best-conducted boys have been taken down and prizes awarded them, the school is turned out for cricket, high jumps and long jumps, running, &c., and prizes are awarded for their encouragement. Notes of the examination are taken as the examination proceeds, noticing prominent defects and merits; and the paper is forwarded for the information and guidance of the Deputy Inspector and teachers. This is the day's work, day after day, after a drive of twelve to twenty or thirty miles, and sometimes more, over bad roads, and the despatch of work, which must be kept up during the tour.

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Higher schools, which are examined annually by the Local Committee of Public Instruction, are not examined by the Inspector in detail like the middle English and vernacular schools, which are not under Government Committees. The senior class of the higher school is examined besides by the Calcutta University.

The Deputy Inspector has to conduct his inspections in a similar way, the broad features of which are supplied him in the Inspector's examination notes: and he has to furnish quarterly returns of the state and progress of every middle school, and every Government and aided lower school, which he is required to examine once a quarter. A return of private pathshalas is furnished half-yearly. Of the indigenous schools, Munshi Suraj Mal, Deputy Inspector of Patna and Shahabad, makes the following interesting report:—

"Indigenous schools are so numerous in the districts of Patna and Shahabad that even a village of 1,000 souls has at least one such school. These schools may be divided into four classes.

"CLASS I.—Chatsal, pinda, or pat, of which the teachers are generally Kaiths, and sometimes Kurmi or other castes, but very seldom Brahmuns.

"These teachers, called gurus, teach every boy separately. The guru, seated on a mat, hears the lessons of his *chatyas* (pupils), who, as they arrive at the school, squat on the bare ground and repeat their old lessons one after the other.

"The following curious device is adopted in order to ensure early attendance. The boy who arrives first in the school is called *mir* (head boy); the next comer is dubbed *dulla* (second boy); the next, *tehla* (third); the fourth, *chohalla*, and so on: and when the school is about to be dismissed, each boy comes before the teacher and receives on the palm of his hand a number of light strokes from the teacher's cane (*chhari*), corresponding with the order of his arrival at the school. Thus, the *mir* (first boy) is struck once, the *dulla* (second boy) twice; the number of strokes being increased each time by one as each boy comes up in the order of his arrival.

"In these chatsals, only the most advanced students are taught by the guru, and these teach the rest of the school.

"A book is never seen in these schools.

"The pupil is first set to the *Ramagati Dehu Sumati onamasichang*—a formidable title, which is expressed in English by the alphabet of 'A B C,' with this difference, that by an ingenious device the vowel sounds to be taught orally are so brought together in the above title that, in combination with the consonants employed, they signify an invocation to the god Ram to assist them in perfecting themselves in the Hindi language. Translated into English the original reads thus:—'Prostrate at the feet of Ram, I invoke the triad (ong)—Creator, Preserver, and Destroyer—to give me understanding that I may accomplish

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my task.' Next, they are taught to read and write *kakahras* (consonants), and afterwards to join vowels with consonants. When they have had some practice in this, they are taught to write names, then *chithies* (letters), and, lastly *dastavez* (deeds.)

"The pupils are also made to commit to memory some pieces of religious poetry, such as—

"1. *Danlila*: a dialogue in *Birj Chakha* verse, being a story of the childhood of *Krishna*, who demanded of the milkmaids of Mathura a duty on their milk and butter, &c. The language of this poem is very simple, but it is not the colloquial of the present.

"2. *Ramjanma*: a poetical history of the birth of *Rama*.

"3. *Bhart Bilap*: a lyric narrating the sorrow of *Bharat* at the separation from his brother *Rama*.

"4. *Dadhilila*: a poetical piece somewhat similar to the *Danlila*.

"The above pieces are taught orally as a rule, though sometimes they are learnt from manuscript copies. The above pieces of poetry constitute the whole course of literature in these schools.

"Their course of arithmetic is as follows :—

"1. Numeration and notation from 1 to 100.

"2. *Pahara* (multiplication table), up to 10 times 40.

"3. *Bitgarhan* (multiplication table), from 11 times 11 up to 20, and so up to 20 times 20.

"4. Multiplication by easy fractional numbers; the numbers 1 to 10 being successively multiplied by  $1\frac{1}{2}$  (*sawaiyah*),  $1\frac{1}{3}$  (*deorah*),  $2\frac{1}{2}$  (*arhya*),  $3\frac{1}{2}$  (*huntha*),  $4\frac{1}{2}$  (*dhauncha*), and  $5\frac{1}{2}$  (*pauncha*).

"5. *Bikat Pahra* (the multiplication of the above-named fractions into one another). This table is learnt only in a few schools.

"After these tables have been committed to memory, the boys are taught either *Banya* (mercantile) or *Katwari* (land) accounts, or both, according to their option.

"BANYA'S ACCOUNT.

"I. Money tables, employed in simple and compound reduction, as—

"1. *Dam*, or the reduction of pies into *dam*s (the 25th part of a pie).

"2. *Damri*, or the reduction of pies into *damri* (the 8th part of a pie).

"3. *Pai*, or the reduction of one anna into *pai* (the 4th part of an anna).

"4. *Ana*, or the reduction of rupees into *annas* (the 16th part of a rupee).

"II. Tables of weights and measures—

"1. *Chatanki*, or the reduction of *seers* into *chatacks* (the 16th part of a *seer*).

"2. *Powa*, or the reduction of *seers* into *powas* (fourths of a *seer*).

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- "III. *Kharid Bekri* (purchase and sale).
- "IV. *Sud*, or sums in interest worked out by the rule of practice.
- "V. *Taugiana*, mode of calculating the price of the fractional contents of a *taugi* (a bag which holds four maunds).
- "VI. *Mohrana* (reduction of gold mohurs into rupees).
- "VII. *Wasil Bag* (patwari's or land accounts).
- "I. *Dhurki* (a table of land measures).
- "II. *Nap* (duodecimals).
- "III. *Patta naqdi juma bandi* (the calculation of rents in kind).
- "IV. *Gilandazi* (cubic measurement of embankments).
- "V. *Dana bandi* (calculation of the produce of a field).

"The above course, under a competent and diligent teacher, might be completed in two years. But, owing to the irregular attendance of the boys and other irregularities, it extends in fact over five years or thereabouts.

"The rate of schooling fee varies in different villages, but they are, generally speaking, from 2 to 8 annas per month. In addition to the schooling fee, each pupil in turn gives *sidha* (the day's meal of rice, *dal*, vegetables, &c.) and *sanichara* ( $\frac{1}{2}$  pie) every Saturday. The guru also gets from each boy about a seer or half a seer of grain, one chatak of oil, and three pies every fortnight, for the purpose of celebrating the *Ganesh Puja*. Over and above these the guru gets from each boy either a little money, some pieces of cloth, or food, or all three, according to his means. The minimum monthly income of an ordinary guru may be therefore estimated at about four rupees a month, and the maximum at ten rupees. Here and there, however, a guru may earn as much as Rs. 20 a month.

School hours.

"The school sits from sunrise to 10 a.m., and again from 1 p.m. to sunset.

"The guru does not keep a servant, but gets his pupils to perform for him all the menial offices which a servant would perform. In some places his pupils plough the guru's land, keep watch over his crops, reap the harvest, and convey it to his house. The guru is by no means occupied in teaching all the time the school sits. For the greater part of the time he sits doing nothing, when he is not occupied about his household affairs. At other times he may be seen shaking his cane, with a view to frighten the boys and incite them to bawl out their lessons; and no sooner is the pitch of their voices lowered, then up goes the stick of the guru, who shouts out '*parho, parho*' (read away, read away). This tremendous noise is always increased on the approach of a visitor.

"The object of all this loud hum of lessons is to give the neighbours an assurance that the boys are learning, although the guru may be occupied the while in cooking his meal or performing any other domestic work.

"The guru of the *pathsala* always sits bareheaded, with nothing but a *chadar* (sheet) about his body and a *dhoti* about his loins; and the pupils, in the hot season especially,

The dress of gurus and their pupils.

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wear only a *langoti* or strip of cloth which covers the waist and a portion of the thighs.

"The pupils' copy, book and slate in one, is the bare ground, made smooth and called a *pat*, on which they write copies and work sums; but the advanced boys use *pattis* (colored and varnished wooden boards), on which they write with a reed pen dipped in chalk and water. Writing in the Kaithi or running Nagri hand, and working sums in interest or practice by the help of tables learnt by heart, is the full extent of knowledge commonly possessed by the literate portion of the Hindu population. A guru who can teach this much is considered a very efficient teacher.

"Another class of indigenous schools are the Persian private schools denominated *muktabas* (literally the writing-room), the teacher of which is called *maulvi* or *mianji*, according to the greater or less knowledge he possesses of Persian and Arabic. This class of institutions is not nearly so numerous as the pathshalas. They are found only in towns and large villages.

"The mode of imparting instruction in such schools is very different from the pathshala system of the guru.

"The Mianji, like the maulvi, is always a Muhammadan. He sits on a wooden platform or on a mat, while his pupils sit on a strip of gunny or mat. There is no fixed scheme of study and no teaching in classes in such schools. Every boy reads separately whatever book he prefers or happens to possess.

"The course of study, which has subsisted without alteration for centuries, comprises the following Persian books, which are set down in the order in which they are taught:—

"1. The Persian alphabet.

"2. *Karima* and *Mamquima*, learnt by heart, but not explained or understood; young pupils (*bachchas*, as they are called) being considered too young to understand the meaning of the words which they are made to commit to memory.

"3. *Amud nama* (Persian grammar).

"4. *Khalagbari* (a small vocabulary, in verse, of Persian and Arabic words for Hindustani or Hindi ones).

"5. *Dasturul-sibian* (a letter-writer).

"6. *Gulistan* and *Bostan*. About a fourth of the book only is read.

"7. *Insha Manir* and *Ruqqat alamgire* (letter-writers).

"8. *The Zulekha of Jami*. Has an immoral tendency in the sense in which it is commonly understood.

"9. *Bahardanish*. An obscene work in a florid style.

"10. *Daftar Abul Fazal*, of which three parts are Arabic: and *Minnabazar*, a description of a fancy-fair in a very florid style.

"11. *Masdarfaiyuz Chahar Gulzar* and *Jawded Roshun Ali* (Persian grammars), taught only to advanced students. Some

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boys read besides *Mizan* and *Munshaib* (conjugation of Arabic verbs, written in Persian).

"Arithmetic is hardly ever taught in *muktab*, though some students learn as far as the first four rules privately.

"When the pupil has begun to read *Dastur-us-sibian*, he is taught to write letters. This is an accomplishment which receives special attention in the *muktab*."

"The mode of instruction consists in the teacher's dictating a passage in Urdu, to be rendered into Persian. The pupil's translation is then corrected by the teacher, and the pupil has to copy the corrected translation several times. This process is repeated day after day till the pupil has it by heart. The corrections of the teacher are usually inaccurate. Bombastic language, abundance of Arabic words, and a redundancy of the most far-fetched metaphors constitute elegant composition, according to oriental taste.

"The *mianji* teaches after the following fashion :—The pupil reads a portion of the new lesson, which the teacher accompanies with a literal translation word for word, totally regardless of their making any sense or not. Usually they do not make any sense.

"The Persian language is studied commonly by Muhammadans and Kaiths, but seldom by Khattris or other higher caste Hindus.

"The selection of a *mianji* is seldom made according to merit; it rather goes by favor.

"When a child commences to read the Persian alphabet with a *mianji*, the parent celebrates the ceremony, called *muktab* or *bismilla karana*. This consists in his giving a large feast to all the relatives and friends, each of whom gives the teacher some money as a present, in addition to the present made by the parent of the child. On this ceremony the parent spends more money than the whole cost of the boy's education amounts to. The boy, thus initiated, continues to attend the school till he attains the age of eighteen or twenty.

"The *muktab* teacher and his pupils are better dressed, and look more respectable than the *guru* and pupils of the *chatsals*.

"The school hours are not fixed, but the school usually sits from morning to 10 a.m., and again from 2 to 5 p.m. In the morning the teacher hears some of the boys repeat their old lessons for an hour or two, after which new lessons are given in the fashion already described. The afternoon is spent in writing exercise and some new lessons. There is no recreation hour in the *chatsals*. As in the *pathsala*, the teacher teaches only the advanced students, who teach the rest of the school.

"The attendance in such schools is worse than it is in *chatsals*.

"The *mianji* usually teaches at the house of a well-to-do resident, whose son is therefore called *shah muktab* (king of the school). The *mianji*'s pay varies from one rupee to five rupees, besides his daily food and a quilt in the cold weather; and the other boys who come to read with him pay him besides from two to five annas per month each. All the pupils, both Muhammadan and Hindu, have to make presents to him

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from two annas to one rupee at their respective festivals; and when a pupil is married, he presents his teacher with a suit of clothes and a few rupees. Altogether his fees aggregate from five to ten rupees a month, and sometimes more.

"The third class of indigenous schools are the Arabic schools called *Madarsas*, of which there are but few. These higher schools are supported either by some wealthy Muhammadans or by endowments granted by former Muhammadan rulers of India. The teacher of a *Madarsa* is entitled a mulla (head of maulvis). As a rule, the *madarsa* consists of advanced students only, though sometimes beginners are also admitted. The pupils are all free students, who are provided besides with food and clothing from the proceeds of the endowment.

"The Arabic course includes grammar, logic, rhetoric, Muhammadan theology (consisting of the *Koran*, *Hadis*, and *Sharah*), with philosophy, and mathematics.

"A fourth class consists of Sanskrit schools, which are supported by rich Hindus or by grants of lands obtained from Rajas. The teachers of such schools are always Brahmuns, and they are called Pundits.

"The usual course of study comprehends grammar, logic, rhetoric, *purans* (sacred Hindu history,) mathematics, Hindu law, and astrology.

"There are very few schools of this class.

Indigenous and education department schools compared.

"The following is a summary of the prominent characteristics of indigenous schools as compared with Government vernacular schools in Behar:—

INDIGENOUS SCHOOLS.	GOVERNMENT VERNACULAR SCHOOLS.
Do not teach in classes.	Have regular classes.
Have no fixed scheme of study.	Have a fixed course and standard for each class.
The text-book or course of study is never improved.	Better books and methods are adopted from time to time.
There is no variety in the course, and the method is the most uninteresting possible.	The variety of subjects to which the pupil's attention is drawn, combined with the active exercise of his intellect, serve to enlarge and interest his mind.
Literal translations, which make no sense, and which are otherwise wrong and unidiomatic, are simply learnt by heart.	The pupils are exercised in the primary and secondary meanings of words, and particular attention is paid to good idiom and grammar.
History and geography are never taught.	History and geography are regular subjects of the course.
Only a portion of the whole course of arithmetic is taught.	A complete course of arithmetic and a portion of algebra and geometry are taught.



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INDIGENOUS SCHOOLS.	GOVERNMENT VERNACULAR SCHOOLS.
<p>No registers of attendance or any other books are kept.</p> <p>No discipline whatever.</p> <p>No examinations are held.</p> <p>There is nothing to show whether a teacher instructs the boys properly or not.</p> <p>The pupil passes from one book or portion of a subject to another at random.</p> <p>Corporal punishment is inflicted on the boys.</p> <p>The teacher is not trained for his profession.</p> <p>The school is wholly destitute of furniture, maps, and books for reference and general reading.</p>	<p>Registers are kept and regular attendance is enforced.</p> <p>Particular attention is paid to school discipline.</p> <p>Very strict periodical examinations are held.</p> <p>Here the results of the periodical examinations, and the remarks of the examiner and of occasional visitors recorded in the visit book, show what is the state of the school.</p> <p>Here the pupil's progress is tested at every step.</p> <p>Punishment is seldom necessary, and corporal punishment is not permitted.</p> <p>The training and constant direction of the teacher are the most important parts of our work.</p> <p>The reverse is the case in the Government vernacular school.</p>

"The above comparison will show how wide is the difference between the two classes of schools; and hence the improvement of indigenous schools after the model of Government vernacular schools is a very difficult matter, and this chiefly because of the unwillingness of the people to adopt a widely different system.

"It is impossible for one Deputy Inspector to visit all or even any large proportion of the numerous indigenous schools in the district in the course of the year. Of 308 indigenous schools, I was able to visit this year only 72 schools, which have an attendance of more than 20 boys in each school. I have also to state that 187 villages have been found without any school.

"In higher schools there were 211 Muhammadans to 496 Hindus. In Behar school there were 203 Hindustanis to 5 Bengalis, and in Patna collegiate school, 302 Hindustanis to 101 Bengalis.

"In middle vernacular schools there were 95 Muhammadans to 489 Hindus, and 574 Hindustanis to 10 Bengalis, all in the English Hindustani practising school at Patna. In middle English schools there were 25 Muhammadans to 79 Hindus, and 94 Hindustanis to 10 Bengalis in the aided schools, for which we have returns.

Primary school.

"In primary schools all were Hindustanis, of whom 192 were Muhammadans and 997 Hindus."

**GYA ZILLA.**

[illegible]

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There was one higher school as before.

Middle schools were 13 against 15, 2 aided schools having been given up through failure in the local income.

Aided schools have a very precarious existence in the province of Behar, more especially in North Behar. The people want English, but they do not want to pay for it. They expect to get English teachers, Hindustanis mostly, on a small salary of Rs. 30 to 50. The teacher turns out as incompetent as the salary is insufficient, the pupils fall off, the subscriptions and fees decline, the salary of the teacher falls into arrears, and the grant is withdrawn, except where the sub-divisional officer takes an exceptionally active interest in the management of the aided school. The only well-managed grant-in-aid schools are schools in such large stations as Jamalpur and Dinapur, which are under the management of Local Committees of Bengali gentlemen; and they are the only aided schools which possess any stability.

Precarious existence of aided schools in Behar.

The number of Government and aided primary schools were 12 against 11; and 94 pathshalas with over 20 boys in each pathsala, are shown against 45 in the year before. This is exclusive of 196 small schools with an attendance of 2,082 pupils, or 10 boys on an average to each school.

Primary schools.

Training school.

There is one district training school in Gya, with 26 Hindustani pupil-teachers, of whom 12 are Muhammadans and 14 Hindus.

The average daily attendance in Gya higher school was 144 against 146; and Rs. 2,629-14-0 were realized in fees, against Rs. 2,792-1-0 in the previous year.

Attendance. Higher school.

Middle schools show an average daily attendance of 601 against 569; and the fees aggregated Rs. 1,064-13-11 against Rs. 1,854-12-10. The decrease in the amount of fees realized is owing to the abolition of two aided schools before mentioned.

Middle schools.

In the higher school, in the Hindu town of Gya, there were 17 Muhammadans to 160 Hindus, and 157 Hindustanis to 23 Bengalis; the proportion of Bengali pupils increasing in a southerly direction.

Creed and race.

Middle schools have a smaller proportion of Muhammadans, just as the Muhammadan population is comparatively smaller in this district. The figures are 61 Muhammadans to 733 Hindus. In aided English schools there was only 1 Bengali to 156 Hindustanis.

In primary schools there are 88 Muhammadans to 2,822 Hindus.

One student, a Muhammadan, passed the Entrance Examination, 3 passed the Minor Scholarship Examination, and 42 the Vernacular Scholarship Examination.

Entrance Examination.

The Lord Bishop remarks that "the school was in very good order. I asked a few questions in history and geography, and heard the pupils read. They are promising pupils on the whole, and do their teachers credit."

Gya higher school.

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And the Commissioner, Mr. Jenkins, writes as follows:—

"Visited the school in company with the Collector. I am glad to find several zemindars' sons and more Muhamnadans than there usually are at our Government schools. The head boy is a Muhamnadan, which is a good feature. I have not had time to examine all the classes, but have put questions here and there, and have received intelligent answers. This institution strikes me as a very satisfactory one.

"The Local Committee regret the loss of the services of the second master, Babu Syama Charan Banerji, M.A., from the Patna College—a man of high attainments and character."

A printing press has been procured for the school as a contribution towards instruction in practical arts. This press and some scientific apparatus were selected in England by Mr. Stevens, the former Secretary, who took an active interest in the school.

The annual examination was conducted by the Secretary, assisted by Charles M. Russell, Esq., M.D.; Babus Umesh Chandra Sirkar, B. L.; Nepal Chandra Basu, B. L.; Bhoop Sen Sinha, B. L.; Govinda Chandra Rakshit; and the head-master.

I take particular pleasure in examining vernacular schools in the district of Gya. These Hindi schools have a better tone, generally speaking, than the Persian and Hindustani schools. The pupils are more modest, and there is more life and eagerness and bright intelligence in the school. Jahanabad, Tikari, Deo, and Daudnagar schools have always been found, during the last four or five years, good schools; and Hassuah, Goh, and Koach, three years ago, made a good start which is steadily maintained.

After the examination of Daudnagar school was concluded, the head-teacher offered to exhibit a system of telegraphy which he had invented. Two pupils were placed apart at a distance of about 12 feet, each holding one end of a string between them. I wrote down on a slate a message to be sent by one boy to another. The signaller jerked the string a certain number of times, and at each pause the receiver of the message wrote down the word as he understood it on his slate. Before the last word of the message was sent, the boy called out that he had it. The message had been correctly understood. The number of jerks of the string was certainly considerable, and the time occupied was about a minute for each word. Of course the system was cumbrous, while it is practicable only for an absurdly short distance. But there remains after all the rare merit of originality and of a turn for science.

I asked the teacher, Pundit Devi Dayal, how he came to direct his attention to the subject, and I learnt that he had read a small Hindustani treatise on the Electric Telegraph, one of the Rurki College publications; and I found that he had read it to some purpose. He had grasped the main principle that a certain force, set up at one end,

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would move a needle connected with it by a wire at the other end; that this force was evoked when a zinc and copper plate were placed in a vessel containing sulphuric acid, and that the motions of the needle to the right and left respectively were made to represent the letters of the alphabet.

I cannot help thinking that there is more in this obscure village school teacher on Rs. 15 a month than there is in a large majority of the much-be-praised and rewarded recipients of high education, as it is yet understood, who can show nothing of their own, and who do not pursue science for its own sake or evince any love for it. Either from lack of sufficient inventive power, or the want of means, the village student-teacher did not make and work a galvanic battery. But he had worked out, after an original fashion, the problem of representing alphabetical characters by certain definite movements. Thus, taking advantage of the existing scientific classification of the Deva Nagari alphabet in the order of (1) gutturals; (2) palatals; (3) linguals; (4) dentals; and (5) labials; the number of jerks corresponded with the numerical order of the group to which each letter belonged. A pause followed, and then another succession of jerks, corresponding with the place of the letter in the group, indicated each particular letter. Pundit Devi Dayal has also taught himself and his pupils more geometry and algebra than is prescribed for the Vernacular Scholarship Examination. I make a point of encouraging these voluntary studies in teachers and pupils, as of more worth than the knowledge which is got up to order and for the sake of material gain.

Jahanabad middle vernacular school, half way on the road from Bankipur to Gya, consists mostly of little boys, sharp, eager, and quick in their answers.

Four boys went up to the Vernacular Scholarship Examination, and all four passed.

The vernacular scholarship class had read of their own accord up to the *third* book of Euclid, that is, two books more than is required of them.

The boys are well behaved. Mr. Palmer, Collector of Gya, remarks that "the school-room was clean and the boys fairly intelligent."

Hassuah middle vernacular school also has a good many sharp little boys in it. Five pupils appeared in the Vernacular Scholarship Examination, and all five were passed.

The zemindar contributes liberally towards Behar and Nowadah sub-divisional schools under sub-divisional magistrates. But he quite neglects the school at his own door. To those who have much, much is given.

Daraut indigenous school, converted into a Government middle school only eight months ago, made such creditable progress in this short period that it sent up this year three pupils to the Vernacular Scholarship Examination, of whom two passed.

*Patna Division—Gya District.*

A large majority of the pupils belong to the cultivator class, who were formerly very averse to send their children to the school.

The Deputy Inspector, Pundit Shiva Narayan Trivedi, reports that:—

“The cultivator class, Babhans mostly, are more willing now to send their sons to the Government vernacular schools.

“In Deo, Jahanabad, Tikari, and Dharaut schools the pupils have voluntarily prosecuted their studies to a higher standard than is prescribed for the Vernacular

Optional study.  
Scholarship Examination.”

The Deputy Inspector writes that the best pupil-teachers from the training school are drawn away by the higher pay Rs. 15 to 20, which the district schools of Hazaribagh, Ranchi, and Palamow, in the Central Division, can afford to offer. In Bengal only Bengali is taught, while the pupils of Behar schools are divided into Hindi—classes, reading Hindi in the Nagari character, and Hindustani and Persian classes reading books in the Persian character; and accordingly the Government assignment of Rs. 18 and 25 is divided between two and sometimes three teachers. As books can be prepared in simple Hindustani, the same language, in different characters, will do for both. But there will still remain the additional Persian classes.

Progress. The following table shows the increasing success of candidates at the Vernacular Scholarship Examination:—

YEARS.	Number of Candidates appeared.	Number of Candidates passed.	Number of Candidates failed.
1866-67 ... ..	35	8	27
1867-68 ... ..	31	7	24
1868-69 ... ..	26	14	12
1869-70 ... ..	28	19	6
1870-71 ... ..	27	26	1
1871-72 ... ..	38	30	8

Another sign of the spread of education may be gathered from the increasing sale of school books during the same period:—

YEARS.	Value.
	Rs. A. P.
1866-67 ... ..	207 2 3
1867-68 ... ..	90 13 0
1868-69 ... ..	82 4 7
1869-70 ... ..	215 5 1
1870-71 ... ..	307 5 6
1871-72 ... ..	366 13 6

*Reports of Inspectors of Schools.*

The next table shows an increase in the aggregate attendance of every class of schools except the aided English schools, of which two have been given up through failure of local subscriptions :—

NATURE OF SCHOOLS.	Number of Boys.	
	1870-71.	1871-72.
Government Middle Schools	502	565
Aided Middle Schools ...	270	169
Aided Lower Schools ...	187	225
Pathsalas (Government) ...	164	169
Private Indigenous Schools	1,281	2,516

All the aided pathsalas under regular inspection have also improved, as the following table will show :—

1869-70.					1870-71.					1871-72.				
Good.	Fair.	Moderate.	Indifferent.	Bad.	Good.	Fair.	Moderate.	Indifferent.	Bad.	Good.	Fair.	Moderate.	Indifferent.	Bad.
1	6	7	10	4	4	3	8	9	4	6	6	7	5	2

In Deo middle school the vernacular scholarship class had read four books of Euclid, and algebra up to quadratic equations involving one unknown quantity.

The vernacular scholarship standard requires only one book of Euclid, and simple equations involving one unknown quantity.

The attendance had also increased from 70 to 110.

Six pupils went up to the Vernacular Scholarship Examination, and five passed.

The Deputy Inspector anticipates that the one girl who has been reading in Deo school with her father and brother for the last five years, will be qualified to appear at the next Vernacular Scholarship Examination.

The Maharani of Tikari receives the humble acknowledgments of the Deputy Inspector for Her Highness's "gift of a piece of land and six palm and two mangoe trees for the school building."

The dewan's encouragement of education.

The dewan is thanked for his occasional visits to the school.

*Patna Division—Gya District.*

Many of the pupils in Goh school were withdrawn because one A fit caused by an evil spirit in a pipal tree. of the boys had a fit, the cause of which the villagers traced to an evil spirit which is believed to haunt the *pipal* tree near the school-house. Another house is not procurable.

For the first time four boys were sent up to the Vernacular Scholarship Examination, of whom three were passed.

Mr. Crawford, Assistant Magistrate at Sherghotty, considered that "satisfactory progress" had been made by the pupils of Inamganj indigenous school under improvement, and that "the number of pupils was increasing rapidly."

Of Nabinagar aided *pathsala* under improvement Mr. Palmer, the Collector, writes:—"I have listened to the boys being examined by their teacher. Their answers were creditable to them. They appeared to have a fair knowledge of the geography of Hindustan. The master has evidently paid attention to the Inspector's observations. 29 boys were present. No Musalman boys I am sorry to say."

"The Collector was pleased to give the boys five Rupees for sweetmeats."

Nowadah is the best of three aided English schools. Next in order come Tikari and Jahanabad.

There is no girls' school, and no jail or police school in the district.

There is a small mission school under a Baptist missionary.

From Gya training school 7 pupils obtained employment during the year as teachers, being 27 per cent. of the total number of pupil-teachers in the school. There are 6 free students in the stipendiary training class.

Gya training school.  
Pupil-teachers who obtained employments.

The attached practising school is so popular that the pupils readily pay 4 to 8 annas a month in fees, or more than twice the sum they are accustomed to pay in *pathsalas*.

The practising school,  
its popularity.

The attendance, 105 boys, is about twice as large as that of any private *pathsala*.

Twelve pupils went up to the Vernacular Scholarship Examination, and all passed.

The Lord Bishop observes:—

"I asked a few questions, and had one problem in Euclid worked out. This was very accurately done. The pupils also displayed a clear understanding of what they had read. They seemed fairly acquainted with history, and answered accurately and carefully. The pupils do credit to their energetic master."

The Commissioner, Mr. Jenkins, writes as follows:—

"I can only repeat my remarks of last year. The accommodation is cramped. There were a great number of pupils, and the masters seem in earnest."



*Reports of Inspectors of Schools.*

Pundit Radha Lal, the head-master, submits the following table of a register which he kept of the maximum and minimum temperature and the relative humidity of the atmosphere :—

MONTHS.							Relative humidity of the atmosphere, point of saturation being equal to 100.		
							5 A.M.	10 A.M.	5 P.M.
May	...	...	...	...	...	...	71	56	56
June	...	...	...	...	...	...	79	68	73
July	...	...	...	...	...	...	89	81	70
August	...	...	...	...	...	...	87	82	85

The Pundit's Hindi Readers have been adopted as text-books "in Pundit Radha Lal's publications. Chota Nagpur schools in the Central Division; in Muzafferpur aided school; in Babu Haris Chandra's private school at Benares; and in the Rajah of Jodhpur's schools in Marwar, Rajputtana. The Senate of the Calcutta University have appointed the Pundit's Bhasha Bohnani, Part IV., as the text-book in Hindi for the Entrance Examination of 1874."

Sanskrit and Hindi dictionary. The Sanskrit and Hindi dictionary by the same author will soon be issued from the press.

*Patna Division—Shahabad District.*

**ZILLA SHAHABAD.**

[illegible]

*Reports of Inspectors of Schools.*

The number of middle schools is 15 against 13; and among primary schools are shown 26 indigenous schools, with an attendance of over 20 boys in each, and 171 schools, with an average attendance of only 8 in each school.

Shahabad.

In the Government higher school the fees realized aggregated Rs. 2,844-6-11, against Rs. 2,345-10-3 last year.

Middle schools show a decrease in fees of Rs. 97-8-4. This decrease appears principally in the aided English schools.

The daily average attendance in the Government higher school was 139 against 127; and in middle schools 508 against 461. The large attendance shown this year in primary schools is due to the inclusion of a large number of indigenous schools which were not shown before.

The inhabitants of Shahabad—Sassoram excepted—show a much better disposition than the people of Patna. In Patna nearly every man thinks himself entitled to a higher position than every other man. Societies or associations for any literary or other useful purpose are impracticable, and they do not exist. The pride of wealth and the conceit of Persian and Arabic scholarship resist the claims of any knowledge but their own. Patna, Behar, and Phulwari possess maulvis whose reputation, within the limits of their own province, draws pupils from far and near.

Two pupils,—one Hindustani Kaith, and one Bengali Brahmun,—passed the Entrance Examination in the 2nd grade. Arrah higher school. One of the passed pupils was awarded a Junior Scholarship of Rs. 10 a month. He is to enter the Calcutta Medical College when the session begins in June. The Secretary reports that:—

“One of the vernacular scholarship holders, Raghu Nath Sahai, a very promising student of the first class, declined to appear in the last Entrance Examination, thinking himself not well prepared, though there was reason to anticipate that he would have passed as creditably as the two successful candidates.

“Almost all the scholarship holders continue to give satisfaction.

“The annual examination was conducted by the members of the Local Committee and the head-master. The second and third class boys acquitted themselves creditably.

“In April last the schooling fee of the first class was raised from Rs. 2 to Rs. 2-8, and that of the other classes, except the last, was increased by four annas. The measure has been attended with complete success, inasmuch as it has secured a monthly increase of about Rs. 25 in the schooling fees, while not a single boy has withdrawn.

“In July last Koer Radha Prasad Singh, son of the Rajah of Domraon, visited the school and made a donation of Rs. 50, which was expended in providing cricketing gear for the boys. He also awarded books worth Rs. 50 to Bhergu Dayal, who passed the Entrance Examination in December 1870.” The Rajah subscribes Rs. 50 a month towards the school—the only subscriber and donor in the district.

Rajah of Domraon.

*Patna Division—Shahabad District.*

I may remark that the Rajah of Domraon has not yet received the thanks of the Government for his monthly subscription, nor for his donation of Rs. 750 for certain additions to the school building. Mr. Walter Thomson, of Beehea, also gave Rs. 350 for the same purpose.

"Cricket was played last year with the same enthusiasm as the year before, much to the improvement of the boys' physical and mental powers.

"The school seems to be in favor with the community, and this is in a great measure due to the steady success which it has been achieving in the Calcutta University Entrance Examination during the last three years. The increase of Rs. 500 in the schooling fees during the year, and its present attendance of 180 boys, a number never reached before, are facts sufficiently indicative of the enhanced reputation which the school now enjoys."

The Secretary to the Local Committee further adds: "I have to bring to your notice, on behalf of the Committee, the high sense they have of the services rendered to the school by the head-master. They have been unremitting, and such as to infuse considerable life and energy through the whole of the work. The other teachers continue to give satisfaction by a conscientious discharge of their duties." I have already recorded the favorable opinion which I entertain of the ability and zeal and exemplary character of the head-master, Babu Kali Kumar Mittra, B. A., who is ably supported by the second master, Babu Bhavani Charna Mukerjee, B.A. Both these teachers merit better pay than they yet receive.

The attendance at this school for the last five years has increased 44 per cent., and this increase has taken place since the appointment of the above named head and second masters. The fees also have increased 64 per cent. during the same period, and the school has been in good repute, as it never was before, except during the short time it was under Babu Syama Charan Ganguli, B. A.

The best school of this class is the unaided school so liberally supported by Messrs. Burrows, Thomson and Mylne, of Beehea, the grantees of Jagdispur village, the homestead of the rebel Koer Singh, awarded them for important services during the mutiny. The school is maintained at a cost of Rs. 1,200 a year, and it has been in existence for about eight years. So rare an instance of enlightened liberality in a European planter, and the only instance of the kind in the whole province, especially deserves the acknowledgment of the Government. Two of the pupils are the sons of the chief local magistrates. Cricket is played in this school.

The Rajah of Domraon has an English school in which English, Arabic, Persian, and Sanskrit are taught.

Sassorain aided school has improved during the year.

Arabic schools. Persian

In the madrasah Ilmyah school at Arrah religious and secular instruction is given in Arabic and Persian.

*Reports of Inspectors of Schools.*

The Arabic madarsah at Sassoram appears to be still under the wholly irresponsible management of the motawalli. Sassoram. I made a special report of this madarsah in 1867, (Education Report for 1866-67).

Arrah vernacular school still keeps up its unusually large attendance of 74 boys, and supplies the English school with vernacular scholarship holders who are reckoned, as elsewhere, among the best pupils of the English school. Middle schools, vernacular.

The vernacular scholarship holder proceeds to the English school with a knowledge of Persian and his vernacular, and of geometry, algebra, arithmetic, history, and geography, joined with mental discipline and habits of order and application, in all of which pupils who have not passed through the vernacular schools are necessarily deficient in part or whole. Given a qualified master like Babu Kali Kumar Mittra, B. A., who will exercise an intelligent supervision over the Persian and vernacular course, and not ignorantly slight what he does not understand, and the higher English and middle vernacular schools might be amalgamated, and a saving made in the present cost of the English higher school. A part of this saving however should be applied towards increasing the efficiency of the vernacular school for which Government allows only Rs. 300 a year, while for the English school, which is so readily resorted to as a good investment and is not in need of the encouragement which vernacular education requires, has an annual assignment of Rs. 2,616. The amalgamated schools would consist of an English and a vernacular department. Below the second class all instruction in arithmetic, geography, and other subjects should be given in the vernacular department. The work of the English Department should be strictly confined to teaching English as a language only.

But for the success of this scheme it is essential that the head-master of the higher English school should be a competent Persian and Hindustani scholar. Under the present defective system vernacular scholarship holders lose two-thirds of their period of four years for which their scholarships are tenable in sitting idly in class, as they are promoted from the lowest up to the third or second class of the English school; while their class fellows are learning arithmetic from numeration up to decimals and other subjects of the course which the vernacular scholarship holder has already learnt in the vernacular school. Necessity of head-masters of higher schools qualifying in Hindustani and Persian.

The next best middle vernacular school is at Koath, six miles off the high road from Arrah to Sassoram. This school has always done very fairly. Buxar school comes next in order of merit. Koath. Buxar.

One candidate from this district passed the Minor Scholarship Examination, and 30 candidates passed the Vernacular Scholarship Examination.

*Patna Division—Shahabad District.*

I was prevented from seeing Arrah, Domraon, Koath, and Ranisagar schools in this district for the same reason that I was unable to visit Kalyanpur and Kharakpur schools in Munghyr district. I had reserved these schools for the last with some others once visited during the year, as they were on or near the line. But, unfortunately I was compelled, on my return from Tirhoot, on 6th March, to place myself under the Civil Surgeon of Bankipur, under whose treatment I remained till after the close of the official year, otherwise I should have continued my inspections up to the last day of the official year as I have always done heretofore.

In the higher school Muhammadans were to  
 Creed and race. Higher school. Hindus as 142 to 33, and Hindustanis to Bengalis as 105 to 9.

In the middle vernacular school there were 90 Muhammadans to 197 Hindus, and 287 Hindustanis to no Bengalis.  
 Middle schools. Vernacular and English. In middle aided English schools Muhammadans were only 30 to 133 Hindus, of whom 156 were Hindustanis and 7 Bengalis.

In primary schools all are Hindustanis. 286 Muhammadans to 656 Hindus.  
 Primary schools.

An Arabic school (madarsah ilmīa) was opened at the beginning of the year. The school is supported by subscriptions, at a cost of Rs. 60 a month. It has 38 free-students.  
 Arrah madarsah.

## Reports of Inspectors of Schools.

## ZILLA TIRHOOT.

CLASS OF SCHOOLS.	Number of Schools.	Number of Masters.	Amount of Fees realized.	Amount of Government Grant.	Amount of Subscriptions, Endowments, or other Local Income.	The total Outlay on the Schools during the year.	Number of Schools during the last day of the year.	Average Daily Attendance during the year.	REMARKS.	
Higher Schools ... { Government { Aided { Unaided	1 ... ...	8 ... ...	Rs. A. P. 2,331 3 0 ... ...	Rs. A. P. 2,189 12 11 ... ...	Rs. A. P. 1,640 0 0 ... ...	Rs. A. P. 6,180 15 11 ... ...	177 ... ...	128 ... ...		
Middle Schools ... { Government { Aided { Unaided	9 10 25	19 ... ...	421 5 0 986 15 9 ... ...	2,057 15 0 4,091 15 5 ... ...	5,367 5 11 12,121 3 6 ... ...	2,478 4 0 9,902 2 4 12,011 4 0 ...	389 486 974	279 734 678		
Primary Schools... { Government { Aided { Unaided { Pathshalas	6 8 ... 257*	6 8 ... ...	257 12 0 302 0 0 ... 17,285 0 0	305 0 0 150 0 0 ... ...	... ... ... 630 0 0	582 12 0 452 0 0 ... 17,915 0 0	582 12 0 452 0 0 ... ...	213 216 ... 7,757	142 152 ... 5,777	* Besides these there were 386 schools, with an attendance of 2,678 boys, giving an average of only 7 boys per school.
Normal Schools ... { Government { Aided { Unaided	1 ... ...	... ... ...	... ... ...	2,918 10 9 ... ...	... ... ...	2,918 10 9 ... ...	18 ... ...	18 ... ...		
Girls' School { Government { Aided { Unaided	1 2	... ...	... ...	142 8 0 ... ...	142 8 0 264 0 0 ...	285 0 0 264 0 0 ...	... 20 40	15 28		

*Patna Division—Tirhoot District.*

Number of schools. There is one higher school for the district as before.

Of middle schools there are 9 vernacular schools as before; but unaided independent schools had increased from 4 to 25.

Government lower schools were 6 against 5; but aided lower schools were only 8 against 9.

Of independent pathshalas, 257 are shown in the statistical table. There were besides 366 schools, with an attendance of 2,678 boys, giving an average of only 7 boys per school.

There are no jail or police schools.

There were besides one training and one girl's aided school as before, and two unaided girls' schools against 6.

Attendance. The average daily attendance in the higher school had increased from 109 to 126; and the fees realized amounted to Rs. 1,982-2-6, against Rs. 2,331-3-0.

In middle schools also the aggregate attendance increased from 1,077 to 1,859, and the local income from Rs. 9,976-2-3 to Rs. 18,896-14-2.

In Government and aided lower schools the aggregate attendance declined from 474 to 429.

Heavy floods. The attendance was greatly affected by unusually heavy floods, "which caused immense damage to the whole district, and in fact depopulated hundreds of villages. Several places were inaccessible for several months, being surrounded by water and the roads broken up. Most of the school-houses tumbled down."

At Buryarpore, the Deputy Inspector reports that the flood came on so suddenly and with such force "that some benches were carried away by the current, and it was with great difficulty that I (he) saved the almirah, table, and library books. The Deputy Inspector was at the time at Buryarpore. During the four days the flood lasted, he had to keep moving from one house to another ten different times; moving out of one house after another as it seemed about to tumble down. Finally, he had to wade through the water, which was up to his chest, and he remained for a day and night in heavy rain under trees where men, women, children, goats, and the cattle of almost the whole village were congregated to save their lives."

Unaided pathshalas. The average daily attendance in independent pathshalas was 5,777.

Creed and race. In the training school there were 18 pupil-teachers, against 13 in the year before—all Hindustanis.

Muhammadans were 37 to 138 Hindus in the higher English schools, and Bengalis 32 to 143 Hindustanis.

Middle schools. In the vernacular schools there were 362 Muhammadans to 1,490 Hindus. In the vernacular schools all are Hindustanis, and in the aided English schools there were 11 Bengalis to 314 Hindustanis.



*Reports of Inspectors of Schools.***Primary schools.**

In lower schools and pathsalas there were 1,350 Muhammadans to 6,772 Hindus

**Muzafferpur higher school.**

The following is from the report of the Secretary to the Local Committee:—

“Babu Sudhansi Bhusan Roy, a graduate of the Calcutta University, who took charge of the second class in February 1870, resigned, and quitted the school for the Muzafferpur bar as pleader in April 1871. Babu Lal Gopal Sen, educated in the Kishnagar college, and a graduate of the Calcutta University, was appointed to succeed him in April 1871, and continued in office till the 28th of May following, when he was allowed by the Committee to resign for a more lucrative employment in a private school in the sub-division of Behar. Babu Haromohai Ganguli, fourth teacher, at the recommendation of the Committee, was appointed by the Director of Public Instruction to officiate as second master. He continued in office for more than two months, when, in August 1871, Babu Gopal Chandra Banerji, another student of the Kishnagar college, and also a graduate of the Calcutta University, was appointed permanently second master. Babu Gopal Chandra has now been attached to the school for a period of eight months, during which he has thrice endeavoured to better his condition; and if some favorable opportunity be offered to him, the Committee have not the least doubt that he will, like his predecessors, likewise submit his resignation, the salary, only Rs. 50 a month attached to the post of second master, not being sufficient inducement for him as for any educated man to continue long in such a post. And till the salary of the second mastership is raised to something like Rs. 80 a month, the Committee must expect educated young men slow in joining the post, but quick in quitting it. It is impossible to say how long such a state of things will be allowed to continue, but the Committee are of opinion that such frequent changes are highly detrimental to the interests of the institution.”

Doubtless the second master's salary should not be less than Rs. 80 a month. But the Government assignment and the local income do not admit of this extra expenditure. And so the people will go on getting a bad article for their money, because they will not pay a proper price for a good article.

Of 7 pupils who appeared at the Entrance Examination, 3 were passed—all Hindustanis, of whom two are Kaiths and one is a Muhammadan. Classing them according to professions, one is the son of zemindar, and the other two the sons of pleaders.

From Muzafferpur training school 4 pupil-teachers obtained employment as teachers during the year, being 22 per cent. of the total number of pupil-teachers in the school.

Fourteen pupils from the attached practising school were sent up to the Vernacular Scholarship Examination, and all passed in the 1st division. This result is very creditable to the teachers.

*Patna Division—Tirhoot District.*

Mr. Gordon, Joint-Magistrate, makes the following remarks :—

"I spent a short time in this school this morning, and put the boys of the first class a few questions in natural philosophy and Hindi. They seemed to be well taught. In Hindi they could read and explain Tulsi Dass' Ramayan pretty fairly. I am really glad to find there is a school where boys can learn their vernacular language and literature. The head-master appears to be an intelligent and attentive man.

The following table exhibits a progressive increase in the number of candidates who have appeared and passed the Vernacular Scholarship Examination. In four years the number of candidates who have appeared have more than quadrupled, and the number passed has more than doubled :—

YEARS.	Total number of Candidates whose names were sent up.	Number present at the time of Examination.	NUMBER PASSED				Total number passed.	Total number failed.
			1st Division.	2nd Division.	3rd Division.	For Certificate only.		
1868-69 ...	40	39	11	7	6	8	32	7
1869-70 ...	71	65	21	4	7	16	48	17
1870-71 ...	77	69	11	18	21	10	60	9
1871-72 ...	187	145	20	24	10	28	82	63

Nearly all the teachers are from the divisional and district training schools. The district training school supplies also teachers to Raj Darbangah schools.

Higher school.

Of Hajipur vernacular school and the Deputy Inspector of Schools, Mr. Armstrong, the sub-divisional officer, remarks that :—

"Notwithstanding the disadvantages under which the school labors, many of the boys have made considerable progress.

"I am inclined to think that the Deputy Inspector's zealous exertions will tend to further improvement in the school. I was much pleased to meet a gentleman of so great intelligence and earnestness in instruction as Syed Abdul Rahim."

Behar Society's School.

The aided vernacular school of the Behar Scientific Society at Muzafferpur is still to the fore.

Mr. H. W. Gordon, Officiating Joint-Magistrate, thus writes of this school :—

"I examined the boys of all the classes in Persian, algebra, geography, Hindi, and Euclid. The boys of the first class have a very fair knowledge of Persian and algebra, the 1st and 2nd boys especially are sharp and intelligent, and their knowledge is creditable to the head-master. In geography some of the boys were as well up as could be desired."

*Reports of Inspectors of Schools.*

The Hon'ble Mr. Campbell laid the foundation stone of the new building for the Society's School before a large number of European and native gentlemen, and a great concourse of natives. His Honor delivered on the occasion an earnest address, in the course of which he observed that "the education of the people of the masses in Asia as in Europe, had his warmest sympathy." His Honor deprecated the too much time spent on languages, both here and in Europe; and was especially severe on the artificial Persianized Urdu, which is not the language of the people.

His Honor's injunction that the simple language of the people shall be used in courts for the future, was hailed with great satisfaction by the people, among whom the intelligence spread very quickly. It is only by the pedants and the few interested in mystification that the simple and the popular is decried, or ignorantly held to be impracticable.

The higher English school received a large accession of pupils in consequence of the Lieutenant-Governor's emphatic declaration of the necessity of high English education for the more important offices under the Bengal Government.

His Honor's decided objection to the term "Urdu" in the place of Urdu and Hindustani—Hindustani, is founded on a distinctive truth which Popular use of the terms—has not been appreciated. I have for some years contended for the importance of keeping separate the term Hindustani as commonly expressive of the spoken language, in contradiction to the term "Urdu," as more usually signifying the written or artificial language of maulvis (pedants) and law translators. And, consistently with this view, my law and commercial dictionary was entitled an English Hindustani, and not an English-Urdu dictionary. That this is not an arbitrary distinction will be apparent from the following distinctive uses of the two terms in the familiar speech of the natives:—They say, invariably, "Urdu likhna," (to write Urdu); but ordinarily "Hindustani bolna" (to speak Hindustani). It is always "Hindustani ata hai" (literally Hindustani comes to him); but "Urdu sikhna" or "janna" (to learn or to know Urdu). The literate classes are said to know "Urdu"—a term which the masses use indiscriminately with *Farsi* (Persian); so little can they discriminate between Persian and the Persianized Hindi which passes for Urdu. But the illiterate classes (*ganwar*), the European, and the Bengali, are said to speak not Urdu but Hindustani, which is the synonym for the vulgar tongue (*ganwari boli*). Thus, of an English gentleman who speaks the language fluently, they frequently say, "Hindustani khar bolta hai" ("he speaks Hindustani well"). A Muhammadan boy or girl is said to speak "Hindustani," not Urdu. An uneducated Muhammadan woman speaks "Hindustani;" but an educated Muhammadan lady always speaks "Urdu." In towns people are said to speak "Urdu," but in villages it is "Hindustani" or Hindi (*ganwari*). There is much in a name, and you are more likely

*Patna Division—Tirhoot District.*

to get the natural and simple language which you want, when you call it Hindustani.

Against those who consider the cultivation of a "learned language,"  
How the mother-tongue is improved. and the coining and importation of words from it, essential for the improvement of the mother-tongue, I beg to quote the following extract from 'Marsh's history of the English language' as appropriate to the occasion :—

"It is an error to suppose that those writers who do most for the improvement of their own language, effect this by coining and importing new words, or by introducing new syntactical forms. The great improvers of language in all literatures have been eclectic. They do not invent new inflections, forge new terms, or establish new syntactical relations; but from existing words, discordant accidences, conflicting modes of grammatical aggregation, they cull the vocabulary, the mode of conjugation and declension, and the general syntax, best calculated to harmonize the diversities of dialects, and to give a unity and consistence to the general speech.

"The real benefit which great authors in general confer on their native tongue, consists, first, in the selection and authorization of truly idiomatic, forcible, and expressive terms and phrases from the existing stock; and, secondly, in the embodying of universal, and of distinctively national, ideas and sentiments, in new and happy combinations of words themselves already individually familiar. Hence it will often happen that the first great writers in any language employ, not a strange or an extensive vocabulary, but, on the contrary, a common and a restricted one; and the merit of their style will be found to depend, not upon the number of words they use, but upon a peculiar force of expression derived from an accurate perception of the laws by which words enlarge, limit, or modify the meaning of each other, and a consequent felicity in the mutual adaptation of the elements of discourse and their arrangement in periods."

Has the native stock been yet explored in Bengal? Is there no one  
The native stock. • dialect which is universally esteemed as the purest among many, and which is appealed to as an authority in the native language, just as the Urdu or Hindustani of Delhi, and as some think, Lucknow, is everywhere admitted to be the purest Hindustani, and as the *Darri* among Persian dialects, and Attic Greek among the dialects of ancient Greece?

The Society has sustained an irreparable loss in the transfer of its  
Behar Scientific Society. energetic founder and Secretary, Syad Imdad Ali Khan, Bahadur, Junior Judge to the district of Gya.

*Reports of Inspectors of Schools.*

The Dharam Somaj school is reported to be doing good work. The members of the Society meet weekly and are zealous as before. The Deputy Inspector has been elected an honorary member of their Council.

Dharam Somaj school.  
 Darbangah school. Darbangah middle English school is doing indifferently. It wants better masters on better pay.

Aided English schools in Tirhoot. Aided English schools succeed better in Tirhoot than they do in any other district in Behar.

Rosrah, Tajpur, Hardi, Deogan, and Paru schools have made some progress during the year. Narhan and Pusah schools come next. Bakhra and Jaintpur schools have suffered as before, because the salaries of the teachers are paid very irregularly.

Progress in primary schools. The following table exhibits the progress of aided primary schools or pathsalas :—

## Patna Division—Tirhoot District.

1	2	3	4	5	6	7	8	9	10
NAMES OF PATHALAS	Names of Teachers.	Place of Education.	What Examinations passed.	Mode of Teaching.	Qualification or Disquali- cation.	Average monthly income from Fees in 1870-71.	Average monthly income from Fees in 1871-72.	Increase in the year 1871-72.	Progress made during the year.
Pakri	Ram Prakash	Padmole Middle School	Vernacular Scholarship and Guru Teachership Exa- mination	Fair	Duty loving	3 0 0	6 10 8	3 10 8	Good
Lalganj	Phagvat Narayan	Ditto	Ditto	Ditto	Painstaking	2 0 0	2 9 10	0 9 10	Tolerable
Kartaha	Mahommed Amin	Private Study	Guru Teachership Exami- nation	Tolerable	Ditto	2 0 0	2 15 9	0 14 9	Ditto.
Jalaipur	Bhaka Lal	Lalganj Middle School	Vernacular Scholarship and Guru Teachership Exa- minations	Fair	Ditto	2 8 0	4 2 9	1 10 9	Ditto.
Dalsing Serai	Joyram Lal	Private Study	Guru Teachership Exami- nation	Ditto	Idle	3 0 0	4 8 0	1 8 0	Ditto.
Sahibganj	Waris Ali	Patna Normal School	Ditto	Tolerable	Painstaking	.....	5 0 0	5 0 0	Ditto.

*Reports of Inspectors of Schools.*

The Deputy Inspector further reports that "the inhabitants of native villages where there are aided pathsalas under spontaneous subscriptions. improvement, have voluntary meetings, at which subscriptions are raised for the purchase of maps, class-books, and furniture, and for the erection of a school-house. Hence all primary schools of this class are now provided with the most necessary furniture and maps." "In some places school-houses have been already erected and in others they are in course of erection, or arrangements are being made for the purpose."

The Deputy Inspector, Munshi Abdul Rahim, is engaged on the course of Hindustani books for the use of schools. <sup>New Hindustani books.</sup> He cannot do better than take Rai Sohan Lal's <sup>Government patronage</sup> simple Hindustani for his model. <sup>wanting.</sup> Original literary work of a useful kind is yet conspicuously rare, and therefore the exceptionally few who devote themselves to such work should receive the greatest possible encouragement from the Government. I have always looked out for men with literary tastes in making my selection of Deputy Inspectors and head-masters of schools, but I have yet succeeded in finding only four such men, of whom one only possesses the qualifications requisite for superior work. Yet the awards made for the encouragement of native literary talent exerted for the mental culture of the people, look absolutely insignificant by the side of the large sum which are so freely expended on brick and mortar and other *material* requirements.

The following is a list of Munshi Abdul Rahim's books in course of preparation, or already printed at his own expense :—

*Hindustani Books already published.*

1. Full explanation of the more difficult verses and allusions in Intikhab Farsi Nazui. Part III. By Rai Sohan Lal.
2. A free translation of the chapter on the Value of Time from Todd's students' manual, with similar ideas from other works. (A translation of some other chapters is also being made.)
3. The roots, primary and secondary; meanings, and their mutual relations with equivalent Hindustani idioms; and the moral of every lesson explained.

*Books ready for the Press.*

1. Solutions of 500 problems in Simple Equations.
2. *Auraton ki pahli kitab*: containing useful information for Muhammadan women.
3. Hindustani Letter-book, in simple colloquial language.

*Book in course of preparation.*

Geography of the four quarters, with a particular account of India. Tirhoot, the ancient Mithila, is classic ground. It was in Janakpur, <sup>Patronage of Sanskrit</sup> in Darbhanga, that Ram bent the bow which none <sup>learning in Darbhanga.</sup> else could bend, and so won his bride, the lovely Sita

## APPENDIX A.

### Patna Division—Tirhoot District.

the daughter of Rajah Janak. The first Rajah of Darbahangah was "only a pundit," Mahesh Thakur Pundit, of a poor family in the village of Bhaur, a place of some note in Darbahangah. The pundit, after completing his studies in Benares, took the road to Delhi, where he disputed with and overthrew the great pundits who were assembled in the court of that grand statesman and munificent patron of letters, the Great Akbar.

He was rewarded with a royal grant of the Darbahangah lands, to which successive accretions were subsequently made. The pundit did not sit on the *gaddi*, but resigned it in favor of his son, or as tradition and the genealogists say, his nephew, Narinda Thakur, henceforth entitled *Rajah*; while he himself retired to his literary seclusion. It was then *pratishta*, or open examinations were instituted along with the investiture of the *dhoti*, which conferred on the successful candidates for literary distinction something more substantial than the social *status* attached to an English University degree. The *dhoti* is a piece of cloth of the value of Rs. 12 to 16, along with which a regulated money prize is bestowed, viz., Rs. 12 to a *naiyayik* (logician); Rs. 10 for a *byakaranak* (commentarian); Rs. 8 to a *jotishi* (astronomer and astrologer); and Rs. 4 to a *baidek*—one who knows the Vedas). The pundit who received the *dhoti* from the hands of the Rajah, was henceforward recognized as a professor, and admitted at court. He became also a necessary presence at *chatthi* (birth ceremony); *byah* (marriage); *gami* (funerals); *janeo* (investiture of the sacred Brahmenical thread); *tilak* (initiation); *mundna* (tonsure); and other inaugurating ceremonies. He is invited to temple, building tank or well, at all of which he is feasted and dismissed with presents.

A more highly considered *pratishta* or examination is held in the

The genealogists.

genealogical history of the whole tribe of Mithila Brahmuns; and he who passes this examination successfully, is styled *panjkar* in Sanskrit, and in Hindi *panjyar*. There are only five such in Darbahangah. These are the annalists, a stroke of whose pen can cast a stain on the escutcheon of a noble house, or endow with purity and honor an ignoble one. Hence they are held in great awe from the Rajah down to the meanest of his Brahmun subjects. No betrothals or marriages are made until the genealogist has given a clean bill showing that the family name is free from stain or reproach. The genealogists are said to know every particular incident and detail in the life of every individual Mithila Brahmun.

Betrothals and marriages are very simple affairs in Tirhoot. Sim-

Marriage in Tirhoot.

licity is indeed a characteristic virtue of the Hindu race, as we find it even in the present day in those portions of India where foreigners and Muhamadan converts are comparatively few or without influence. A large fair is held every year at Saurat, near Madhubani sub-division. Here all the pundits from far and near hold a great *sabha* (assembly), at which learned discussions are carried on for six or seven days. And here the more interesting practical questions of the comparative caste and social standing



*Reports of Inspectors of Schools.*

of individual families are settled, and the amount of dowry to be paid by the inferior to the superior caste or rank is regulated accordingly. The dowry is forthwith paid without demur, and the man straightway carries off his bride without any ceremony, unless he finds it more convenient to throw the burden of her maintenance on the shoulders of her sire, in which case the wife, whom the high caste Brahmun has honored by marrying, does not leave her father's house. The bargain is made, and so the offer ends. Many of the pundits who take part in the *sabha* are themselves candidates for marriage; some of them 80 years old, and the others are there to show off their skill as disputants, or because they consider it *dharm* (a sacred rite). In such great sanctity is this *sabha* held that although some three or four lakhs of rupees change hands, no case of theft is ever known.

The Collector's remarks  
on the Deputy Inspector's  
report.

I have just received the Deputy Inspector's report from the Collector of Tirhoot, with the endorsement that "no particular remarks on the report appear necessary."



*Reports of Inspectors of Schools.*

Sarun. Number  
of schools.

Has one higher school as heretofore.

Middle schools are 18 against 12.

Of primary Government and aided schools there are 12 against none in the previous year; and 168 independent *pathsalas*, with an attendance of over 20 boys in each, are given against 59 returned in the preceding year. There are besides 185 *pathsalas*, with an attendance of 1,764 pupils, giving an average of only 9 pupils per school.

Attendance.

The attendance in the Government higher schools has declined from 248 to 203, and the fees from Rs. 4,951-6-6 to Rs. 4,283-10-7. The Local Committee attribute this decline mainly to the idea that the resolutions recorded by the Lieutenant-Governor are a prelude to what they would consider the disestablishment of English education. A curious proof of this is given in the letter of the head-master, who states that in one month, viz., in August, when the news of the altered system reached here, exaggerated of course and intensified in native minds; 36 boys took their names off the rolls, the number falling from 286 to 250. The muster continued to diminish till on the 31st of January the books showed only 190, or very nearly 100 less than they had been only six months before. Since that time there has been a slight recovery, but it is much to be wished that whatever system may be decided on by the authorities, it may be found practicable to disturb it as little as possible with changes which, in this country, more than perhaps any other, throw back and check real progress.

There has been no such falling off in the attendance of the other higher schools. The aggregate decrease in them is 30, against an aggregate increase of 105—net increase 75.

The Committee held an enquiry on the subject, the result of which was that better paid teachers below the second master should be provided for. But this will depend on the extent to which the local income can be raised.

Creed and race.

Of 203 pupils, 165 were Hindus and 34 Muhammadans. Hindustanis were to Bengalis as 184 to 15.

In middle Government schools the aggregate attendance had increased from 368 to 480; but the fees realized show a decrease of Rs. 8, and in middle unaided schools of Rs. 256.

In middle schools Muhammadans were 123 and Hindus 661. And in Government middle schools, for which alone returns have been furnished, there were 472 Hindustanis and 8 Bengalis.

Primary schools had 645 Muhammadans to 4,560 Hindus—all Hindustanis.

Mission school.

There is a small mission school and orphanage in which the teaching is very elementary.

*Patna Division—Sarun & Chumpram Districts.*

A branch vernacular school of the Behar Scientific Society was opened at Chuprah in 1870. It has an attendance of 74 pupils. Mr. Gribble, the Joint-Magistrate, takes particular interest in this school.

There is no girls' school.

No police or jail school exists.

Forty-four pupils passed the Vernacular Scholarship Examination.

The annual examination was conducted by the Secretary, Mr. Gribble, and by Babu Peari Mohan, Munshi Hira Lal, the head-master, the head maulvi, and the pandit.

Higher school.

"At the distribution of prizes, Babu Kesheb Lal Ghosh and Babu Deokumar Sing promised two gold medals to the successful candidates of the ensuing Entrance Examination."

Local subscriptions.

The following tabular form will show the list of subscribers and their monthly amount of subscriptions:—

NAMES OF SUBSCRIBERS.										Monthly Subscription.		
										Rs.	A.	P.
Maharajah of Bettiah	...	...	...	...	...	...	...	...	...	50	0	0
Maharajah of Hattuah	...	...	...	...	...	...	...	...	...	50	0	0
Rajah of Ram Nagar	...	...	...	...	...	...	...	...	...	15	0	0
Munshi Jawad Husain	...	...	...	...	...	...	...	...	...	5	0	0
Babu Sheo Gulam Sahu	...	...	...	...	...	...	...	...	...	15	0	0
Shah Babu Banwari Lal	...	...	...	...	...	...	...	...	...	40	0	0
Babu Sirdhar Sahai	...	...	...	...	...	...	...	...	...	12	0	0
Total										187	0	0

"Babu Sheo Gulam Sahu has made an addition to his former subscription, which now amounts to Rs. 250 annually.

"The subscriptions have not all been realized. In fact, at present Rs. 624 are due; but measures are being taken to get in the subscriptions in arrears."

The second master, Mr. Sandys, left for a teachership in Murshidabad school, where his salary is just double what he received in the Government school at Chuprah. His retirement is a loss to Chuprah school. He has been succeeded by Babu Syam Charan Banerji, M.A., second master, Gya higher school, of whom the Local Committee make a favorable report.

Of 15 stipendiary pupil-teachers, 10 were Hindus and 5 Muhammadans—all Hindustanis. Of the Hindus, 4 are Brahmuns, 3 Kaiths, 1 Chhatttri, 1 Khatri, and 1 Teli (oilman).

Training school.

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Classifying them according to social position, 6 are the sons of mukhtars and amla, 4 of cultivators, 2 holders of *brahmwater* lands, 1 a pleader, 1 a priest, and 1 a shop-keeper.

Eight pupil teachers, or 53 per cent., obtained employment during the year, 6 as teachers and 2 in the Court.

Among the *gurus* who are trained in this school, mention is made of the *guru* of Kasora zemindary school—a man aged 40, whose training school experience has been turned to good account in the zemindary school to which he has returned.

The attendance in the practising vernacular school has increased from 93 to 105, and the fees from Rs. 324-4-3 to Rs. 384-0-8. In this number 87 are Hindus and 18 Muhammadans—all Hindustanis.

Among the Hindus were 26 *Kaiths*, 19 *Khetris*, 13 *Brahmans*, 6 *Hajjams* (barbers), 4 *Koeris* (cultivators), 2 *Halwais* (sweetmeat-makers), 2 *Banias*, 2 *Kumhars* (potters), 2 *Lohars* (blacksmiths), 2 *Kahwars* (spirit-sellers), 2 *Sonars* (goldsmiths), 2 *Barhais* (carpenters), 1 *Vaida* (physician), 1 *Ahir* (milkman), 1 *Kahar*, 1 *Garer*, and *Rawmar*; and among the Muhammadans 16 are *Sunnis* and 2 *Shias*.

Of 15 students who went up, 14 passed the Vernacular Scholarship Examination.

The prizes and certificates were distributed before a large meeting of native gentlemen, at which Mr. Hope, the Judge, presided. Mr. Hope declared the progress of the school to be exceedingly satisfactory. The school is highly spoken of among the Europeans and natives of the place.

Munshi Abdul Hye, the son of the late Kazi Ramzan Ali, gave prizes to the amount of Rs. 10; Babu Keshub Lal Ghosh, Sarun Bar, Rs. 15; Babu Isri Prasad, Rs. 3; and Babu Kali Kishna Dut, Rs. 5.

A silver medal of Rs. 16 was presented by Babu Narsing Sahai—a rich man and pleader of this district—to Bhagwan Sahai, a student who passed the Vernacular Scholarship Examination in the preceding year.

Chuprah training school is wanting in the life and energy which are visible in Bhaugulpur, Gya, and Mozufferpur training schools. It has never done as well since it lost its head maulvi, the late Maulvi Azizuddin. It is for the head-master to give life to the school and to bring out the native intelligence which is seldom wanting in boys or men. Munshi Mustunsarbillah is the only head-master of a training school who is not himself a trained teacher with special aptitude for the post.

In the district of Sarun there appears to be none of the demand for English which prevails in other districts. There is but one private English school in the whole district. This is the English school in the sub-division of Sewan, in regard to which the Lieutenant-Governor regrets that on account of

*Patna Division—Sarun & Chumparun Districts.*

the unavoidable reduction of expenditure for educational purposes in this year's budget estimate, no early prospects can be held out of a grant-in-aid from Government for the English school at Sewan. As soon as the provincial finances are in a more prosperous condition, the claims of Sewan, as a sub-divisional head-quarters, will not be overlooked by this Government." (Government order No. 1886, dated 1st July 1871.)

The following table shows results obtained in the Vernacular Scholarship Examinations in the past three years :—

YEARS.	Number of Candidates passed Vernacular Scholarship Examination for Certificate and Stipend.			Number of Candidates passed Vernacular Scholarship Examination for Certificate only.	TOTAL.
	1st Division.	2nd Division.	3rd Division.		
1869 ... ..	3	4	4	3	14
1870 ... ..	5	4	11	7	27
1871 ... ..	4	14	12	4	34

Manifestation of native interest in education.

The following is a list of the names of gentlemen who display an interest in native education :—

NAMES OF PERSONS.	Names of the Schools.	How the interest has been displayed.
Maharajah of Bettiah ... ..	Rivilganj ... ..	The Maharajah supports this school.
T. W. Gribble, Esq., Joint-Magistrate, Chuprah, Maulvi Makh-dum Husain, pleader ... ..	Chuprah Society's School	Have raised subscriptions for the school.
Babu Sheo Naran Prasad Sahi, of Bagwara ... ..	Bagwara ... ..	Supports the school.
Maulvi Amir Ali Khan, Munsif of Sewa ... .. A. C. Wright, Esq., Deputy Magistrate of Sewan ... ..	Sewan English School	Have raised subscriptions for the school.
Maulvi Shah Ali Husain, Munsif of Parsa ... ..		
Babu Dwarath Lal, a gentleman of Nyagaon ... ..	Parsa ... .. Nyagaon ... ..	Now and then visits the school. Induces the people to send boys to the school.
Babu Mahabir Prasad, Babu Beni Prasad, Babu Deokhi Nandan, Babu Lal Bahadur ... ..	Soheli ... ..	Now and then give prizes to the boys of the school from their own pocket.

*Reports of Inspectors of Schools.*

Of Manjhi school Mr. Gribble, Officiating Collector, writes :—  
 Manjhi school. “Visited the school. The general management seems satisfactory, and the head-master takes a warm interest in his duties. The boys are all engaged in their studies.”

This school passed 7 boys at the Vernacular Scholarship Examination.

Soheli.  
 Parsa.

Soheli school sent up 3 boys, and all 3 passed.

Parsa school sent up 6 boys, of whom 4 passed.

Babu Peary Mohun Banerji, the late Deputy Magistrate of Chupra, writes as follows :—“Visited the school to-day at 11 A.M., and spent two hours in the examination of first class in several branches. I was highly satisfied with the progress made by the boys in mathematics. They are on a par with the second class boys of a good zilla school. Problems in simple equations (algebra) they worked out very expertly. This is more than we expect from a village vernacular school. They are not however so good in history as in mathematics, but still the progress made in Indian history is not discreditable to the teacher. The Deputy Inspector and the Munsif were also present in the examination, and they were, I am sure, equally satisfied with me.”

From Nyagaon school six boys sent up to the Vernacular Scholarship Examination, and all six passed.

Of this class of schools, and more particularly of the few aided indigenous schools under improvement, the Officiating Deputy Inspector, Munshi Sher Ali, reports :—

“There are one or two *maktabs* or *chatsals* in every village containing above one hundred houses. Their total number is estimated to be 323 schools, containing 5,800 pupils, of whom 4,992 are Hindus and 808 are Muhammadans. Some improvements have been effected in a few *maktabs* and *chatsals*. In several *maktabs* and *chatsals* the *mianjis* or *gurus*, in order to economize his time, have divided their boys into classes. In some, registers of daily attendance are kept; and the pupils now stand up when they are asked a question. Several have begun to use walls blackened with charcoal as a black board. The pupils use note-books sometimes.”

Munshi Sher Ali mentions some characteristic features of indigenous schools which are not noticed in Munshi Suraj Mal's description already given under the head “Patna district.”

The *mianji* is pleased when the pupils read in a very loud tone, and then he exclaims, “Shabash larken, shabash” (“Well done, boys, well done.”)

“From 6 to 8, when the boys are reading their old lessons, the *mianji* smokes or plays cards, or reads his *Koran*. Again, from 12 to 2 P.M., when the boys are engaged in writing, the teacher lies down or has a nap, and each boy in turn shampoos him and prepares his pipe for him. Then the teacher is pleased, and says to each boy, ‘Khidmat

*Patna Division—Saran & Chumparun Districts.*

kard o makhdum shud' ('Who serves his teacher shall be served himself'). The *mianji* makes his pupils wash his plates and dishes; and if any Hindu grown-up boy hesitates to touch the plates, the teacher with stern look says, 'Isdabri men chashma i faiz ka pani hai' ('This plate holds the spring of beneficial knowledge'). *Gurus* (Hindi teachers) are not employés. They open schools (*chatsals*) on their own account."

In Chumparun there is one English school, the Government school at Matihari. The attendance is still very low, only 36 boys, of whom 34 are Hindus and 2 Muhammadans; or 28 Hindustanis to 8 Bengalis. The fees aggregated Rs. 375-6-3 only.

The attendance at this school continues not only small but excessively irregular. The demand for education is Native indifference to education. very limited in this district. The Local Committee report that "it will be, it is feared, a long time before we can induce the people of Chumparun at large to send their sons to any school, English or vernacular. The people here are very ignorant, as noticed in the last year's report, and have little or no desire for education. The natives are very apathetic, and take no interest in education." I had not time to visit this school which I had inspected the year before.

It is difficult to get masters for this school, or to keep them long Teachers hard to get or keep. when we have got them. The Persian teacher, after a short service of seventeen months, went to his home during the vacation and never came back, and it was three months before his place could be filled. The second English master, after a short service of eighteen months, took leave on the plea of illness in his family and urgent private affairs. But he obtained a place as *mohurir* in a judicial office at Muzafferpur—a less respectable office with less pay, but still preferred to a teachership generally. So he too never returned to his place in the school.

"The amount of subscriptions collected during this year is Rs. 520-8-0; but I regret to say that Mr. Gibbon, of Local subscriptions. Bettiah, has withdrawn his name from the list of subscribers. Another subscriber, named Palak Singh, has died. The third, a *zemindarine*, failed to pay for nearly three years. The fourth, a petty *zemindar* of Shapor, has not also paid his quota for about a year."

The examination was conducted by H. F. Kean, Esq., Magistrate and Collector; C. A. Samuells, Esq., Assistant Magistrate; J. Cullon, Esq., M.D., Civil Surgeon; A. Edwards, Esq., of Matihari Factory; R. Samuells, Esq.; and Buba Sital Prasad Basu, B.A., Deputy Magistrate.

The examiners report that "the progress of regular attendants is highly satisfactory, and reflects great credit on the head-master and his assistants. The boys, it appears, also display some considerable proficiency in Nagri—a subject lately introduced. The examiners, who were aware of the tendency



*Reports of Inspectors of Schools.*

of the native mind to commit to memory without aid of understanding, have kept this failing in view throughout. In most instances, however, they were pleased to find that the boys understood fully what they had learnt."

The Secretary, Mr. Kean, C.S., considers that "the examiners deserve thanks for the care and attention with which the examination was conducted."

There are three unaided and one Government middle vernacular schools in the district, attended by 138 Hindus and 8 Muhammadans—all Hindustanis. They are all inferior schools, because the people do not care for the education offered them.

Statistics are given of 30 unaided *pathshalas*, attended by 890 Hindus, 66 Muhammadans, and 81 "others," native Christians probably, giving a total of 1,037, with a daily average of 873 pupils.

There is no girls' school; and no jail or police school in the district.



*Reports of Inspectors of Schools.*

Monghyr. Number of schools.

There is one higher school in the district.

Middle schools are 13 against 11 the year before.

Of primary Government and aided schools there were 7 against 4, and of independent primary schools, 48 are returned, with an attendance of over 20 boys in each school. There were besides 205 schools, with an attendance of 1,561 pupils, giving an average of only 7 boys per school.

There is no training school in this district.

There is a mission school for native children.

There is a girls' school for European and Eurasian children.

There is no jail or police school.

The attendance in the higher school has fallen from 175 to 153.

Attendance.

The cause of the fall in the attendance is due, as the Secretary states in his report, to "withdrawals on account of transfer of guardians to other districts"—a portion of the Railway head office at Jamalpur having been transferred to Nawadi on the Chord Line.

When the Committee saw, in an attendance of 175 boys, a proof of high merit in the head-master, I ascribed the increase rather to the growth of the head office at Jamalpur, with the removal of a portion of which establishment the attendance has declined by 22 pupils.

Fees.

The fees have decreased from Rs. 3,252-8-0 to Rs. 2,671-6-3.

The aggregated attendance in middle schools was 518 boys against 360; while the fees aggregated Rs. 2,457-14-6, against Rs. 1,728-9-0.

Creed and race.

The higher school had 105 Hindus and 44 Muhammadans, of whom 116 were Hindustanis and 33 Bengalis.

In Government and aided middle schools Hindus were to Muhammadans as 340 to 120, and Hindustanis to Bengalis as 265 to 59—all in the aided English schools.

In the primary schools, for which we have the requisite returns, Hindus are to Muhammadans as 367 to 63.

Higher school.

Of 6 pupils sent up to the Entrance Examination, 2 were passed.

The annual examination.

"The annual examination was conducted by the following gentlemen in the branches mentioned against their names, and the examiners, whose reports have been received, speak favorably of the school:—

T. Grant, Esq., C.S.

... Geometry, Algebra, and Arithmetic—6th and 5th year classes.

J. Dwyer, Esq.

... Literature and Grammar, History and Geography—6th year classes.

• J. Dwyer, Esq.

... All English subjects—4th and 2nd year classes.

*Bhagulpur Division—Monghyr District.*

Babu Womesh Chandra Roy (Sub- Assistant Surgeon) ... ..	} Literature and Grammar, History and Geography—5th year class.
Babu Bhagwan Prasad (Deputy Inspector of Schools) ... ..	
Babu Haris Chandra Das, B.A. & B.L.	} All English subjects—1st year class.

*Oriental Languages of all the Classes.*

Maulvi Abdul Jubber, Deputy Collector... Arabic and Urdu.

Pundit Tarak Nath Tottorattuo ... .. Sanskrit and Bengali.

“Three of the subscribers for increase of establishment for the Monghyr Government school, named in the margin, who received the thanks of Government for their liberal contributions, as by Government letter No. 3176, dated 8th November, have withdrawn from the list of subscribers.”

Two large rooms have been enclosed at a cost of only Rs. 913. The work appears to have been executed in a very substantial way, and at a small cost, by private contract under the direction of the Local Committee.

The Local Committee have taken exception to my classification of the Monghyr school as a moderate school, as recorded in the following resolution of the Committee:—

“With reference to the Annual Report for 1870-71, the Committee have noted that at page 109, Appendix D, in the classification of higher class English Government schools, Monghyr is classed in the grade of “moderate” along with Muzafferpur, while the schools at Gya and Arrah are classed as “fair.” In the table showing the results of the Entrance Examination of 1870, Monghyr shows a better result in candidates passed than any one of the other schools named above. Inasmuch as in the body of the report no explanation is given showing in what respect Monghyr school is held to be inefficient, the Committee would like to know the reason why Monghyr school is placed in a lower grade than Gya and Arrah, and in the same category with Muzafferpur school, which latter passed only two boys in the lowest grade, and has an average daily attendance considerably below that of Monghyr.”

The explanation is very simple.

1. The Committee appear to understand the term “moderate” as synonymous with “inefficient.” This is hardly consistent with the usually accepted signification of the words.

2. The Committee, by their own showing, estimate a school wholly according to the attendance and the results of the Entrance Examination. The Inspector of Schools, however, has to take an average of various tests. These are—(1) the general discipline and tone of the whole school; (2) the general proficiency

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of all the classes, with the average ability of the whole staff of teachers; (3) the aggregate number of students in attendance; (4) the percentage of pupils in the higher classes, and especially in the Entrance class; (5) the results of the Entrance Examination; (6) the results of the searching *viva voce* examination, to which the Entrance class especially is subjected by the Inspector.

I have only to add, with reference to the exception taken to the classification of Gya and Arrah schools as "fair," while Monghyr is set down as "moderate," that both those schools have been noticed by their respective Local Committees and by independent visitors in specific terms of high commendation, which always mean more than do the ordinary vague generalities which convey no particular idea to the mind. More than this: no Secretary to a Local Committee, or Examiner appointed by the Local Committee for the conduct of the annual examination, has recorded such damaging strictures as those which refer to the want of tone and thoroughness in Monghyr higher school. I refer to these facts only as confirmatory of the estimate which my own annual inspections have led me to form.

I hope this explanation will be satisfactory to the Local Committee. While I regret that I am obliged to differ from them in opinion, it is very gratifying to find the Committee rightly jealous of the honor of the school which enjoys the advantage of their fostering care.

Middle schools.

Of the two middle English schools in the district, the aided school for native boys in Jamalpur is the best.

The aided school at Jamalpur for European and Eurasian boys and girls is again in an inefficient state. It is not easy to get competent European masters, and you cannot keep them when you get them.

Monghyr, like Patna, is Muhammadan-ridden, and middle class vernacular schools are even less acceptable in Monghyr than they are in Patna. Muhammadan bigotry and pride stand aloof from our schools.

Muhammadans in Monghyr.

As soon as the Government is in a position to make a grant for a few primary schools on Rs. 5 a month, *muktab* and *pathsala* departments might be attached to each of our middle vernacular schools. As the course and method of study in this department would differ from that of the existing independent *muktab*s and *pathsalas* less widely than the system pursued in our middle schools, the people might be gradually won over to a more rational system by slow gradations.

The best middle schools of this class are—(1) Monghyr school,

Best middle schools.

(2) Kalyanpur, (3) Kharakpur, and (4) Nurpur.

The two schools at the bottom of the list are Beguserai and Barhia.

Referring to the report of the Deputy Inspector, Mr. Barlow, The Deputy Inspector's report. the Collector, remarks that "the Deputy Inspector deserves some credit for the details ascertained, especially in respect to 253 primary unaided schools."

*Bhagulpur Division—Monghyr District.*

Of Beguserai school the Collector remarks as follows: "The Beguserai school was praised by me after my visit to it in 1870-71. This year the new master told me that the attendance had dwindled until for a month or two only 2 boys attended the school, and yet no enquiry seems to have followed."

The facts are that up to July 1871 from 18 to 22 pupils were in attendance, a large majority of the pupils consisting of relatives of the amla and the residents of the neighbouring villages.

Fluctuating attendance of village schools.

But the past great flood of this year came on this month, and then the attendance fell. In August and September, while the country was covered with water, no inspection was made. Still, the average attendance was 13. In the quarterly classification return this school was set down as an "indifferent" school, just above Tegra, the worst school in the district.

With October came the Dassera vacation, and the amla with their children went to their homes. Four or five boys were all that were left in the school during the whole month of October, and of these two only, residents of the village, were regular attendants.

In November only eight pupils attended the school. When the Deputy Inspector visited this school on the 4th November, he was told that three weeks more would elapse before the school could recover.

The teacher, commended by the Collector on his first visit to the school, was a trained teacher from Muzafferpur training school. He was promoted to a teachership on better pay in the Monghyr school. He has since passed the Pleadership Examination, and so a good teacher is lost to a department which offers little or no attractions in the lower grades.

The teacher who succeeded him turned out a failure, and his services have been dispensed with.

Between December 1871 and April 1872 the Deputy Inspector visited this school seven times. When the Collector next visited the school in January 1872, there were 21 present out of 33 on the register. The Collector remarks: "Some of the boys were examined in reading, arithmetic, and geography, and did very well, especially the 3rd class in the latter subjects."

The Assistant Magistrate, Mr. Wilkinson, writes of this school that "the boys seemed exceedingly well taught, and intelligent and sharp. The head-master seemed to know his work well."

The Collector further remarks: "My proposal that Kaithee Hindi should be taught in vernacular schools was made some time ago, and was based upon the idea that a simple and practical instruction, somewhat of the kind given by *gurus* in a village *pathsala*, though of a better quality, dispensed amongst the masses, would be more acceptable and show better results than the system now in vogue; but the late

Improvement of indigenous schools.

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orders of the Government have settled this question by proscribing the use of any local dialect for school teaching. I do not set up to be an authority on the subject of education, but I confess I am in favour of the present policy of Government, which I understand to aim at furnishing a plain kind of teaching to the people generally, rather than high class education to the few."

Mr. Barlow's proposal is substantially the scheme which I recommended, and which the Government has sanctioned for the district of Purnea. I have already suggested a modification of this scheme a few pages back in my review of middle class vernacular schools in this district.

[illegible]



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Bhagulpur division is much behind the Patna division in the number and merit of its vernacular schools. In English, the districts of Bhagulpur and Monghyr are as forward as those of the Patna division; but the district of Purnea is very backward both in English and the vernacular. Maulvis and pundits are few and inferior throughout the division.

Bhagulpur district. Bhagulpur has one higher school which is a Government institution.

The number of middle schools is 14 against 13.

Of primary schools, one is an aided school and 47 are unaided *pathshalas*, with over 20 boys each, against 17 the year before. There are besides 264 schools with an attendance of 2,284 boys, being an average of only 8 boys per school.

In the Government higher school the average daily attendance was 271 against 267; and the fees had increased from Rs. 6,211-7-6 to Rs. 6,302-9-0.

Middle schools show an average daily attendance of 438 against 387; and an increase in fees from Rs. 866-1-0 to Rs. 1,014-3-3.

The aggregate attendance in 48 primary schools was 1,185.

In the higher school 67 were Muhammadans and 292 Hindus, in the proportion of 241 Hindustanis to 118 Bengalis.

In middle schools 144 are Muhammadans and 472 Hindus; and in Government and aided middle schools, for which only we have returns, 468 are Hindustanis and 6 are Bengalis.

In 47 primary schools, with over 20 boys in each school, the proportion is 1,114 Hindus to 44 Muhammadans.

In the training school there are 20 stipendiary pupil-teachers, all Hindustanis, of whom 13 are Hindus and 7 Muhammadans.

There is one unaided girls' school of which we have no statistics.

There is a large orphanage and vernacular school under the popular and highly esteemed Revd. Mr. E. Droese.

There is no jail or police school.

Nine pupils passed the Entrance Examination, one the Minor Scholarship Examination, and 20 the Vernacular Scholarship Examination.

From the full and interesting report of this school by the headmaster, Babu Nibaran Chandra Mukherji, M.A., it appears that "of every 100 boys there were 1.9 belonging to the upper classes of society, 87.3 to the middle classes, and 10.8 to the lower classes. The children of servants of Government form a third of the whole, and those of professional men form another third, while the remaining third is made up of the other branches of society. Of this last, again, the children of holders of small estates form the majority."

"The percentages of boys present, of boys absent without leave, and of boys absent on leave, was respectively 86, 4.73, and 6.3. There were 84 *Brahmins*, 8 *Chhatris*, 145 *Kaiths*, 2 *Vaidas* (physicians), 1 *Koeri*

*Bhagulpur Division—Bhagulpur District.*

(cultivator), 5 *Agarwallas*, 9 *Kashodan Banias*, *Kasar Banias*, 1 *Dhanuk*, 1 *Khatiri*, 5 *Sadgopes*, 14 *Gopes*, 1 *Sonar* (goldsmith), 1 *Teli* (oilman), 1 *Chain*, 1 *Maulak* (sweetmeat-maker), 1 *Tati*, 3 *Loharis*, 1 *Katal*, 1 *Kalwar* (spirit-seller), and 1 *Dosadh*.

"The Muhammadans are 40 *Saikh*s, 22 *Syads*, 4 *Pathans*, and 1 *Mullik*.

"The total number of Muhammadan boys increased by 7 during the year, though the relative proportion of Muhammadans to Hindus was hardly affected.

"The annual examination was conducted by the Secretaries and by some of the native gentlemen of the station. Among these, Maulvi Syad Ameer Hossein, Khan Bahadur, Babu Sib Chandra Bandyopadhyaya, B.L., and Babu Akhil Charan Mullik, M.A. & B.L., took the greatest pains. The thanks of the school are due to all the gentlemen who conducted the examination.

"Of 12 students who were sent up to the Entrance Examination, 9 passed, 3 in the 1st, 4 in the 2nd, and 2 in the 3rd division. This is considered a satisfactory result, because from a total of 1,900 candidates who appeared at this examination from all parts, only 760, or about two-fifths, were passed.

"Of the 9 who passed, 3 are Muhammadans and 6 are Hindus; or 4 Hindustanis and 5 Bengalis. Among the Hindus are 3 *Brahmins*, 2 *Kaiths*, and 1 caste unknown.

"Considerable attention was, as usual, paid towards this branch of the education of the pupils. The boys have been taught better manners and behaviour. As however the results of such education are generally judged of more from a negative conduct than positive, more from the absence of any bad conduct than anything else, it is hoped that the school made favorable progress in this respect, since hardly any case of bad conduct was reported against a boy.

"The boys are encouraged to take physical exercise. Some of the teachers are by turn appointed to superintend over the playground, and so long as the winter lasted, the boys regularly betook themselves to such exercises. As the sun is now getting more and more powerful every day, the boys being unable to bear the hot exposure, are now giving up such plays, and are becoming dull without activity. There does not seem to be any easy remedy for this.

"Of all the teachers made to superintend the playground, Babu Kali Nath Chatterji, B.A., third teacher, now deceased, and Babu Pramotha Nath Mukherji, officiating 6th teacher, showed the greatest enthusiasm.

"R. Maddocks, Esq., late Civil and Sessions Judge of the station, presented the school with a set of Jacques's croquet balls, mallets, &c. The boys resort to this play with great pleasure."

The new school building was occupied on 1st April 1872.

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Fifteen pupil-teachers—75 per cent.—obtained employments during the year, 14 as teachers and one as a mohurir. In this number are 6 Muhammadans, 4 *Kaiths*, 2 *Brahmiks*, 1 *Babhan*, 1 *Bania*, and 1 *Khatiri*. Classifying them professionally, we have 4 cultivators, 3 *mohurirs*, 2 *patwaris*, 1 peon, 1 weaver, 1 priest, 1 teacher, 1 shop-keeper, and 1 constable.

Six of the pupils referred to have opened private schools, which are well attended.

To this number of employes from the training school must be added one student from the attached model school, who is employed as a teacher in a *pathsala*.

The attendance in the training and attached vernacular schools had suffered from an outbreak of cholera last September in the *mohalla*. "The *mohalla* consists of 150 houses, in which 40 children below the age of 12 died of this disease. The adult population escaped. Among the deaths were 3 pupils of the training school. The people were alarmed, and the attendance in the school fell from 160—a number never reached before—to 135."

The small falling off of only 25 out of 160, or 15·8 per cent., under the alarming conditions referred to, speaks well for the discipline of this school, and of the estimation in which it is held. A further proof of the increasing appreciation of the school is found in the fact that the percentage of pupils occupying a middle class in the table of social position, had increased from 33·5 per cent. in 1870-71 to 46 per cent. in 1871-72.

The number of pupils had increased from 124 to 144; and the fees from Rs. 297 to Rs. 419, being an increase of 41 per cent.

The head-master, Babu Ram Prakash Lal, further reports that "up to this time none of the Bengalis would send their children to the vernacular school; but this year two boys, the sons of respectable Bengalis, were admitted in the first class. Six months after, one of the two was adopted as heir by a childless widow Rani at Champa Nala in Bhagulpur."

It is very satisfactory to find that the vernacular scholarship holders, having privately pursued the study of English along with the vernacular scholarship course, have been admitted this year into the 6th, 5th, and 4th classes of the English higher school, at which their four-year scholarships are tenable, instead of beginning at the very bottom of the school as heretofore, and rising only a little above the middle of the school by the time their scholarships expired. The addition of an English department to the training and vernacular schools has been strenuously advocated both in and out of the department, and its sanction by the Government would be a very popular measure.

An English department required in the training school.

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Athletics.

Twenty pairs of *mukdars* (dumb-bells) are in regular use in the school. The pupils are drilled also.

Middle schools, English.

Colgong and Madohpura are the only two aided English schools in the district. They do their work tolerably.

Banka.

This school is doing moderately. "The Deputy Magistrate, Mr. W. B. Martin, takes an interest in the school. The inhabitants have very little desire for learning."

Bahari.

"One student passed the Minor Scholarship Examination. The maulvi has a fair knowledge of Arabic; but he is not a trained teacher. The Hindi class is better taught."

Sonbarsa.

"This is the Rajah of Sonbarsa's school. It is as backward as it has ever been. The teacher, a *musahib* (court companion) of the Rajah, is a teacher only in name. The inhabitants are strongly averse to education. Very few pupils attend the school."

"Sonbarsa aided *pathsala* does moderately well under its present teacher, lately a passed student of Parmesharpur middle vernacular school."

The new Deputy Inspector, Babu Kuldeep Sahai, from Patna normal school, only joined his appointment on 21st February 1872. He has furnished rather a full and careful report.

"The portion of the district to the north of the Ganges abounds in rivers that, overflowing in the rainy season, make that part impassable for four months in the year. From Bhagulpur to Kishenganj, and a little farther to the north, a sheet of water extends on every side as far as the eye can reach. The most northern part of the district borders on the *Terai* of Nepal, and is very unhealthy."

Female education.

"The chief objection to female education is the objection to men teachers. There are training schools for male teachers; but training school for women teachers are even more urgently wanted. Without trained women teachers a girls' school may prove more mischievous than useful."

Aided English schools.

Of the aided English schools in Bhagulpur and Santal Parganas, the Deputy Inspector observes "that almost all the teachers in these schools are Bengalis, of whom some hold the B.A. degree, and others have passed the First Arts Examination. But they are mostly deficient in general knowledge. They can read and write with ease and accuracy, and teach the class-books with the aid of keys, dictionaries, and other books of reference. But whatever they may be as scholars, they cannot be said to be good teachers. They do nothing more than teach those books which are fixed for the examination. It is very strange that young men who have been educated in the colleges of Lower Bengal should know so little of science and

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care so little for discipline. The next defect I have observed in these teachers is their failure to correct the pronunciation and manners of the boys.

"In this school what is taught is taught systematically. The pupils are sharp, active, and studious, and they explain the sense of the passage intelligibly. The first class boys give correctly the roots and derivations of words. Their movements as they pass in and out in single file, have something of the regularity and precision of soldiers on parade.

"The head teacher, Babu Grish Chandra Ray, is a painstaking man, and understands tolerably the proper method of teaching. It is also very creditable to him that he has taught himself something of Persian and Hindustani, which Bengali teachers, as a rule, will not take the trouble to acquire.

"The head teacher, a Bengali, cannot put together two words of Hindustani without making gross blunders. The 1st and 2nd classes are very deficient. Not much improvement can be expected when the teacher cannot explain the lesson to Hindustani boys in their mother tongue.

"This school has been long without a head-master, and the second teacher, who is acting in the post, is not qualified for it. The inhabitants desire an English education for their sons. But the school will not thrive while teachers are appointed one day and dismissed on the next.

"The village is inhabited chiefly by *gwalas* (milkmen), who do not care for the vernacular education offered them. The pupils are mostly the sons of the *amlas*.

"The attendance suffered greatly from the fever which raged in August 1871. Of five candidates for the Vernacular Scholarship Examination, one was unable to appear in consequence of the death of a near relation, another fell ill on the way to Bhagulpur, and two were disabled by attacks of fever in the examination-room. The fifth, who was well, passed.

"The inhabitants care very little for vernacular education. The attendance declines periodically with the ripening of the mangoes and the commencement of sowing, &c.

"The second teacher, pundit Shew Saran Panday, a passed pupil-teacher from Bhagulpur training school, is a competent and painstaking teacher.

"The teachers are painstaking, and they take an interest in the school.

"The town is for the most part peopled by *pandis* (Hindu priests) and *baniyas* (shop-keepers). The first are occupied in religious worship and mendicancy; the last are devoted to the shop. The inhabitants have very little desire for education. The ratio which the number of pupils bears to the

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population is as 5 to 1,000. Last year there were only 32 boys on the rolls. This school holds a middle position. The mode of teaching is good, and the boys are well behaved.

"Last year, for the first time, four boys were sent up from this school to the Vernacular Scholarship Examination; only one of the four failed.

"Shauqi Jha, the head-teacher, comes from Bhagulpur training school. He is a painstaking teacher and an honest man, and his method of teaching is creditable. He often teaches the boys after hours.

"Kishenganj is thickly populated with *gwalas* (milkmen) and other low castes. This school has generally passed pupils at the Vernacular Scholarship Examination, and the inhabitants evince some desire for education. During the year this school has suffered considerably. Three hundred of the inhabitants were carried off by fever, and the village has been almost deserted.

"Lala Ram, the second vernacular teacher, is superior to some of the teachers in middle schools. He has taught himself the Persian character. His method of teaching is fair.

"This is the worst school, worse than an ordinary *pathsala*. The inhabitants have no desire for education.

"The village is peopled by zemindar *Babhans* and other low tribes, who have very little desire for education.

"The school-house having fallen in, the school has been driven to take refuge in the house of a *Babhan*, who asserts his dignity as proprietor by walking in at pleasure, accompanied by his friends, and smoking tobacco and cracking jokes while the boys are at their lessons."

## APPENDIX A.

## Reports of Inspectors of Schools.

**ZILLA PURNEA.**

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*Bhagulpur Division—Purnea District.*

Purneah has one higher school and 11 middle schools. Of Purnea.- Number of primary schools, 182 are shown in the statistical table.

There is one Roman Catholic school in the sadar station.

There is one jail or police school, and no school for native girls.

The demand for education is more than usually limited in this district. Even in the English school the average daily attendance was only 34, against 28 in the year before; and the fees were Rs. 814-6-0, against Rs. 650-7-0.

The training school had 20 stipendiary pupil-teachers on the roll on the last day of the year, while the average daily attendance was only 7, against 8 in the previous year.

In middle schools the average daily attendance was 171, against 207; and the fees aggregated Rs. 573, against Rs. 516-12-9. In the middle schools is included the aided English school, in which the average daily attendance was only 15, against 12 in the previous year.

Primary schools show an aggregate attendance of 1,206 boys, giving an average of about 15 boys per school.

Of the number on the rolls in the higher English school, 37 were Hindus and 14 Muhammadans; and Hindustanis were to Bengalis as 41 to 10.

In the training school there were 12 Muhammadan pupil-teachers to only 8 Hindus—all Hindustanis.

Middle schools had 135 Hindus to 115 Muhammadans—all Hindustanis.

Higher schools. Teachers hard to get or keep.

The Secretary, Mr. Dey, Assistant Magistrate, reports as follows:—

“During the last year, Babu Nand Lal Bhattacharji, second master, resigned, and Babu Bani Madhav Banerji was appointed to officiate for him. The Director of Public Instruction appointed Babu Nritya Gopal Chattopadhyay as second master, but he did not join at all. Subsequently Babu Prasana Kumar Basu was appointed second master, and he has recently assumed charge of his duties. In March 1871 Babu Bama Charan Sarkar was appointed to officiate as third master. After having been laid up with fever thrice, he also resigned his post. No competent man having applied for it, it remained vacant till 27th March last when the new second master arrived, and the former officiating second master has been recommended to fill it up. He is perhaps waiting till something better turns up. Such frequent changes in the instructive staff of the school materially tell against its interests. Unless some judicious system of transfer be adopted in the department, compelling the teachers from the healthy districts to serve for a limited period, say three years, in the notoriously unhealthy districts, the well-being of this and similarly unfavorably situated institutions cannot be permanently secured. If the heads of the department transfer school-masters from the unhealthy districts, a new inducement will be held out



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to men to serve in districts like Purnea. Besides, in unhealthy districts the local income of the schools is always smaller than that of schools located in healthy districts, and consequently inducement in the way of higher salary cannot be held out.

*"Statement showing the progress of the school since 1867-68.*

SUBJECTS.	Year 1867-68.	Year 1871-72.	Increase per cent.
Number on the rolls...	32	52	62.5
Attendance ...	27	34	25.9
Local income ...	Rs. 509 1 0	Rs. 815 6 3	60.15
Number of Teachers ...	4	5	25

"I beg to remark that few schools even in Bengal can show such satisfactory results.

"The annual examination of the school was conducted by the following gentlemen:—

"J. D. Ward, Esq., Judge; F. Wyer, Esq., Joint Magistrate; G. G. Dey, Esq., Assistant Magistrate; W. DaCosta, Esq., Subordinate Judge; Babu Govinda Chandra Banerji, Pleader; Babu Parbutty Charan Das, B.A. & B.L., Pleader; Babu Bissessur Ram, Officiating Deputy Inspector of Schools.

"Excepting in some subjects, the result of the examination is, on the whole, satisfactory.

"Of the three candidates who were sent up to the last Entrance Examination of the Calcutta University, one passed in the second division."

The local authorities took an active part in the annual examination.

Of the 4th class, the Secretary, Mr. Dey, remarks on "the mistakes made in pronunciation, but that he was very well pleased with the intelligence shown by all the boys in the class." Their translation was considered "very satisfactory, though some had a curious notion that 'brook' meant a 'lamb.'"

Mr. Ward, the Judge, who examined the 3rd class, consisting of only four boys, of whom but two were present, remarks:—

"This paper (Euclid) has been most creditably done by both boys. There is not a single mistake, and so I have given each full marks; but Mir Kalu's paper is slightly the best, as he argues out his propositions less in the words of the book than Gopal, and he moreover quotes the axioms, postulates, and propositions by which the deductions are made."

*Bhagulpur Division—Purnea District.*

Mr. Dey, Assistant Magistrate, who examined the 2nd class of five boys, of whom but three were present, remarks :—

"This class was examined orally. The three boys present did not seem to have a ready familiarity with what they had been reading, and were at first decidedly averse to explaining anything without looking at their books, which they seemed to think would supply the place of the mental process necessary. I had intelligent answers, however, after a time from all. All three translated the 'Tales of a Grandfather' well and intelligently into Urdu, and Ali Jan had a fair notion of the course of the narrative. The poetry read seems to have left no impression whatever on their minds, none at any rate that they can express. 'Edgar was a vulgar boy' was the sum of what I could learn from them as to the subject-matter of the poem."

The Inspector's examination notes.

My own examination notes are as follow :—

*7th Class.*—Where is Madras? North of Purnea! How would you get to Bombay from Purnea? No answer.

*6th Class.*—Mistakes in pronunciation continually passed by the teacher—"ees" for "is," "oosful" for "useful," &c. Grammar in so low a class is too absurd. It is learnt off by heart of course. What do you understand by the word you have just read "a part of speech?" Of course the boys has no notion.

*Hindustani.*—Here two words are put in the mouth of the pupil which convey no idea to his mind. What is the opposite of *ām* (general)? *Bewaquf* (ignorant)! What do you understand by the word you have just read, *istemal* (use)? *Nisbat* (relation)! What is the opposite of useful? *Faidu* (advantage)!

*5th Class.*—While I am about to examine the class, the duftry orders the pupils how and where to sit in class. One of the teachers who is present does not object. The class, as might be expected, is badly taught and very deficient. The teacher of the class has gone away without tendering his resignation and without leave.

*4th Class.*—Only four boys out of seven present. The boys talk to each other and whisper while they are under examination. What is the meaning of "wondrous?" Surprisement! What is the difference between *achanak* and *achambhar*? Not answered. What is the difference between "hold" and "detain?" Not answered. They could not give me the opposites of "long" and "find."

*3rd Class.*—Four boys present out of five. The class could not give the sum and difference of  $\frac{3}{4}$  and .75. The question is answered at last after a few leading questions put by the teacher. The rule for converting a vulgar into a decimal fraction they can repeat glibly enough, but of the principle of the rule they have no notion whatever. What do you understand by  $\frac{1}{4}$  of 3? Not answered.

*1st and 2nd Classes.*—The pupils of these two, the highest classes, which are under the immediate tuition of Babu Kali Mohan Chaudhri,

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the head-master, are eaten up with conceit. A modest teacher makes modest pupils.

Need of *vidé voce* examinations by the University.

Two of the four boys present in the 3rd class are not fit for it.

*Geometry.*—Which side is the base of a triangle? "The lower side;" "the third side!"\* Can you divide a triangle into two equal triangles? Yes, by bisecting the angle at the vertex according to the 4th proposition! No, according to the 8th proposition! Yet these same boys wrote out the demonstration of a proposition in the written examination "most creditably," as Mr. Ward observes. Such is the difference between a written paper and a searching *vidé voce* examination.

*English.*—Translate the sentence "You have wronged me." "*Tum ham se galte kya*" ("you have done error to me"). Translate "You have been condemned for taking bribes." "In such a time as this." "To sell your offices for gold." "What is done cannot be undone." "He means well." "We all mean the same thing, only you express yourself one way, and I another—that's all." "It is too late now." The whole class failed completely in translating the above simple sentences, yet such boys pass the Entrance Examination.

This school has done badly this year. The Officiating Deputy Inspector in charge of the school was frequently laid up with Purnea fever, and he could not get on besides with his subordinates, several of whom resigned their places. When I inspected the school I found a very inefficient staff of teachers. The best men had left, and the school had retrograded. A new head-master assumed charge of the school on 1st March 1872.

Training school.

Twelve pupil-teachers and one pupil of the practising school—6.5 per cent.—obtained employment during the year, seven as teachers, two as mohurrirs, two as constables, and one as a supervisor. All the twelve are Muhammadans.

Pupil-teachers who obtained employment.

More than the usual prostrating fever prevailed this year. The Deputy Inspector draws the following picture of the wretched fever-stricken residents:—"Not for them are the pure air and fresh green, which the inhabitants of more favored districts so freely enjoy in their evening walks. Here are only wretched sufferers continually wrapped up in quilts and racked with pain on their weary beds through the live-long day and night. For the strains of music and singing which ravish the ears elsewhere, here are heard only groans and cries in every house. From August 1871 to February 1872 the people knew no intervals of health. In one house which I visited, all the inmates, fourteen in number, were laid up with fever, and the head of the

Middle schools. Education in a malarious country.

\* If the triangle is not isosceles I am afraid that I should have answered as the boys did.—H. W.

*Bhagulpur Division—Purnea District.*

house came out to receive me shivering with ague. 'There was not one in the house,' he said, 'to fetch a drop of water for the bedridden sick.'

"The following table shows the number of days in the year during which some of the teachers were incapacitated by Purnea fever. of work :—

NAMES OF TEACHERS.	Designation.	Number of Days laid up by Fever.
Pundit Perthopal Panday...	Head Teacher, Qasbah Middle School	15 days.
Munshi Amanat Ali ...	Head Teacher, Kishanganj Model School	125 "
Pundit Govind Prasad ...	Late Head Teacher of Faqirtoli Model School	45 "
Munshi Liaqat Ali ...	Head Teacher of Kishanganj Model School	130 "
Munshi Manjur Ali ...	Head Teacher of Moheshpur Model School	108 "
Munshi Mehdi Hussain ...	Head Teacher of Dholbajja Middle school	15 "
Munshi Durga Prasad ...	Head Teacher of Arrary Model School	15 "

The next table shows the number of pupils who were laid up for various periods from one month to six months :—

Number of Pupils laid up with Fever for one month and under.	Number of Pupils laid up for three months and over one month.	Number of Pupils laid up for six months and over three months.	Total number of Pupils sick.
75	33	10	108

The number of pupils in middle vernacular schools aggregated 177 against 162 in 1869, and 172 in 1870; and the fees have increased from Rs. 136-14-0 in 1869-70, and Rs. 187-5-0 in 1870-71, to Rs. 279-13-0 in 1871-72.

The value of books sold was Rs. 194-8-0, against Rs. 186-4-0 in the previous year.

The following table exhibits the number of candidates from all the schools, the number who were prevented by illness from appearing at the examination, and the number who passed the examination :—

Number of Vernacular Scholarship Candidates sent from district schools.	Number who were obliged to return home on account of sickness.	Number who appeared at the Examination.	Number of Candidates who successfully passed the Examination.		
			1st Division.	2nd Division.	3rd Division.
21	14	7	...	...	6

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Of the candidates who were prevented by sickness from appearing at the examination, three pupils of Dholbajja school, who had been forced to return to their homes, made a second attempt to reach the sudder station, when they were again taken ill and forced to go back. One candidate wrote his answer papers while he was shivering with ague, while another dosed himself with quinine to keep off the fever while he was similarly engaged.

The people have great faith in the miraeulous powers of the *ojhas* (wizards) in (wizards) of Morang for the cure of bodily ailments.

Mr. Dey, the Assistant Magistrate, who takes an active interest in schools, makes the following remarks on Qasbah school :—

“I found a very satisfactory number of boys present, about 50, and saw more or less of the work of each class. The highest class have read the 1st book of Euclid, and understand it well. A simple problem not before seen was solved after a few failures, and the class was tolerably proficient in the history of India and in arithmetic. In all the lower classes I was pleased to see that there was no lack of animation among the pupils.

“Mr. Dey was pleased to give the boys Rs. 5 to buy sweetmeats with.

“The best schools are Qasbah, Dholbajja Arrarya, and Sadipur. I applied for daks for inspecting Sadipur and Kishenganj schools; but all the daks had been engaged for every day in the week during my stay in the district, and I was unable to see these schools.

“The Deputy Inspector, overtaken by night, halted at a village where a zemindar, a stranger to him, accommodated him with a straw bedding and blanket to lie upon; after inviting him to enter the house, saying “*Bhitar aye, huzur. Ap to sab ke bal bachon ke bhala chahnewale hain*” (“Come in, sir. You are one of the well-wishers of our children”). In the course of the evening I was appealed to, to settle a disputed point which had been the subject of discussion among the company, as to whether the English had learnt the art of locomotion by rail from the people of China—a country lying to the west of India as they said, or whether they had learnt it from the people of Sham Rum (Asia Minor.) The Deputy Inspector recommended them to set up a school in their village, in which accurate information on such subjects could be imparted.

Reception accorded to Deputy Inspectors of Schools.

Interest in education.

“The following are the names of European and native gentlemen who take an interest in native education :—

“J. B. Worgan, Esq., Collector; G. G. Dey, Esq., Assistant Magistrate; Revd. J. B. Archer, Minister of Purnea; Maulvi Yar Ali, Pleader. Babu Syama Charan, Officiating Additional Munsiff; Babu Hem Chandra Ray, zemindar; Munshi Ahmad Nazir, mukhtar; Munshi Eyahttallah, petty zemindar; Munshi Abdul Wahib, mukhtar; and Munshi Abdul Gafur, mukhtar.

*Bhagulpur Division.—Purnea District.*

Independent muktab  
and pathsalas.

In 182 independent *pathsalas* and *muktab*s, for which returns are given, there are 643 Hindus to 502 Muhammadans. The proportion of Muhammadans in Purnea has always been exceptionally large. .

Arrangements have been made for a complete statistical return of all independent primary schools in the district of Purnea. The working of a few aided primary schools, for which rewards of Rs. 5 a month are to be paid to the most successful teachers, will receive the special attention of the Department.

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## SANTAL PARGANAS.

Class of Schools.	Names of Schools.	Number of Masters.	Amount of Fees realized.	Amount of Government Grant.	Amount of Subscriptions, Endowments, or other Local Income.	The total Outlay on the Schools during the year.	Number of Schools on the last day of the year.	Average Daily Attendance during the year.
Higher Schools	{ Government Aided ... { Unaided ...	5	Rs. A. P. 633 12 6 351 0 0	Rs. A. P. 2,283 11 0 932 11 3	Rs. A. P. 1,677 1 11	Rs. A. P. 2,937 7 6 2,960 13 2	63 63	51 38
	{ Government Aided ... { Unaided ...	3	632 10 6	1,877 5 10	2,405 10 5	4,863 1 8	190	151
Primary Schools	{ Government Aided ... { Unaided ... Pathshalas ...	32	1,437 8 0	1,437 8 0	1,437 8 0	2,575 0 0	730	495
	{ Government Aided ... { Unaided ...	3	3,023 10 8	3,023 10 8	3,346 10 8	6,282 5 4	97	93
Girls' Schools	{ Government Aided ... { Unaided ...	2	153 0 0	276 0 0	244 0 0	672 0 0	37	35

*Bhagulpur Division—Santal Parganas District.*

**Santal Parganas.**  
Number of schools.

There are two higher English schools, one Government and one aided.

The middle schools are all English schools, of which there are three.

Primary schools, all under missionary bodies, were 32 against 41 the year before.

The missions have besides three training schools, one of which is for girls.

Of girls' schools there is one at Taljhari, and the other is the zonana school at Rajmahal.

In higher schools the average daily attendance was 87 against 91; and the fees aggregated Rs. 984-12-6, against Rs. 855-7-9 in the previous year.

Middle schools showed an average daily attendance of 151 pupils against 149; and the fees amounted to Rs. 582-10-6, against Rs. 653-11-0.

In the training schools the number of pupil-teachers was 97 against 78.

In the two girls' schools there were 37 pupils against 30 in the previous year.

In the two higher schools there were 112 Hindus to only three Muhammadans. Of these, 59 were Hindustanis and 49 Bengalis. No Santali attends either the Government school at Deoghur, or the aided school at Pakour.

Middle schools are attended by 168 Hindus and 21 Muhammadans, in the proportion of 122 Bengalis to 68 Hindustanis in the three aided schools. Here also there is not one Santali.

The primary schools are returned as consisting of 48 Hindus, 28 Muhammadans, 197 "others," and 465 unknown. No returns have been furnished of the races to which the students belong. The mission societies to whom the education of the Santals has been committed, expressly stipulated that the usual statistical returns should not be demanded of them, and they have never supplied any detailed statements.

The annual examination was conducted by the Local Committee.

The following is their report. Mr. Blumhardt, Deoghur higher school, Assistant Commissioner, writes as follows:—

"There are only five boys in the second class, of whom four appeared at the examination, which was a written one. The result is shown in the annexed statement, and is by no means satisfactory. I see little if any progress in English education since last year's examination. The boys are taught too much by rote; their ideas and thoughts are not allowed to expand, as is evident from their answers in English prose and poetry. No pains appear to have been taken, and the answers are written in a slovenly, careless manner that speaks ill of the manner in which they have been taught. The boys should be kept to more careful and less slovenly habits, their writing, spelling, and grammar, should be more carefully attended to;



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and lessons in dictation and in writing short essays, whereby their mental powers and the grasp of the language are more fully brought into play, should be frequently given. Hari Charan Haldar in particular should be put to a lower class if he does not improve."

The Secretary, Di. Chandra, who examined the first class, records his "regret that I (he) cannot report favorably as to the progress the boys have made: They are very backward in literature and general information, although they have been so many years in the school. They do not appear to have acquired the habit of thinking for themselves. The teachers do not seem to have taken any special pains to discipline the minds of the boys, or to satisfy themselves that what they are said to have read, they have mastered themselves of.

"It is hoped that better results will be shown next year by the exertions of the present head-master, who has only lately taken charge of the school."

The deficiencies which I observe in other schools exist here as well. The small boys seemed to me sharper than Pakour higher school. big ones.

The Deputy Inspector reports somewhat favorably of all the classes except the first, the questions in literature and mathematics which the pupils failed to answer, are appended to the Deputy Inspector's report. The questions put show that the examination was a close one. He notices that no general register of admissions is kept in the school. The new head-master has been recommended to keep such a register.

Among middle English schools, Moheshpur Middle schools, English. aided school is the best by a long way.

My notes taken down at the examination of this school are as follow :—

"5th and 6th Classes.—Twelve boys. Reading Bengali; pronunciation Inspector's examination indistinct. No wonder, for the pundit also pronounced indistinctly. A little boy reads in his grammar that a certain letter is *murdhani* (cerebral for lingual). Of course he can't tell what *murdhani* means. He is too young for that; but not too young to learn this (to him) unmeaning word by heart. Similarly the word *swar* (vowel).

"3rd Class.—Fourteen boys. Up to vulgar fractions. The principle not taught or apprehended, I lead the pupils to it by a series of suggestive questions. I find the class very attentive.

"The class could not give me the opposites of "diligence" and "application." 1st and 2nd classes do not translate idiomatically.

"While the 4th class is with the teacher, the 5th class, consisting of four boys, are seated dull, listless, and weary. They had much better be out at play.

"4th Class.—Three boys only! The teacher is inefficient. He takes up his position in a corner of the room. He is recommended to take up a central position and to have his eye on the whole class. He instantly makes for another corner. One boy begins to read and never

*Bhagulpur Division—Santal Parganas District.*

stops. The teacher is satisfied. Mistakes are repeatedly passed over. The teacher is very apathetic.

School inspections will never produce their appropriate results until we have a class of picked and trained teachers for our English schools—picked for their natural aptitude, as teachers, and trained in the principles and practice of teaching. All the deficiencies of our schools are the deficiencies of our teachers who have no idea how to teach.

"Three more boys read English, and twelve more Bengali. They are sitting on a form, gazing on vacancy. So long as sitting on a form is the popular equivalent of intellectual exercise, the farce will continue to be played.

"3rd Class.—Five boys. "Jams" for "James." Half-a-dozen mistakes passed over. Meaning of "about"? Failed. Distinguish between *bhala* and *uttam*. "Knowledge" and "sense." Failed.

"2nd Class.—Opposites of "ignorant"—"wisdom"? Failed. The opposite of "true" is a "lie!" Distinguish between "was" and "became." Failed.

*Arithmetic*.—In what respect are decimal fractions like and unlike vulgar fractions? Failed. Which is greater,  $\frac{2}{3}$  or  $\frac{4}{7}$ ? One boy says they are equal!

"The training school has improved under the Revd. Mr. Stark, who takes great interest in it, and devotes a good share of his time to teaching. The introduction of physical geography, in which the pupils exhibit a fair degree of knowledge, is due to Mr. Stark. Geometry and algebra, also, are now taught. The lower classes, however, require more strict supervision.

"The 4th Class.—Eight pupils. Had advanced up to fractions. They fail in geography and in arithmetic.

"3rd Class.—Six pupils. Could not give me the  $\frac{1}{4}$  of  $\frac{2}{3}$  of 100. They fail in geography. Ceylon is still believed to be peopled by the monkeys of Hindu mythology (*Paranas*).

"2nd Class.—Five pupils. This class did fairly in geography. All the classes are best in reading.

"The First Class.—Five pupils. Have improved much. The pupils evince a degree of intelligence and thinking-power. Their knowledge of Hindustani is remarkably good for the short time they have been learning it. They learn Hindi and Bengali as well. The studies of Hindustani and Bengali are forced on the Santals, because it is in those foreign languages that the proceedings of the courts in the Santal parganas are now carried on.

"The pupils of this school are by far the best in the province in athletic sports.

"Mr. Stark's transfer to Godda is a loss to the training school.

"The girls' school and the attached practising school for boys have also improved."

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The Revd. Mr. Stark's  
report.

"The Revd. Mr. Stark writes as follows :—

"It is still all up-hill work. I cannot report any extraordinary progress; the work has been carried on with the same patience and perseverance.

"Our chief difficulty is that the Santals have very little desire for education: they expect a boy to complete his education in a few months; their poverty also is a great bar to the success of the schools.

"They require their children to help in tending cattle and planting, and this is the greatest obstacle to our having large numbers, and to the scholars being regular in attendance.

"If the monthly statements be compared, a considerable fall in the attendance will be observed in the planting and reaping seasons.

"In some of the schools the boys have got as far as the rule of three, and can read and write fairly. This however cannot be said of the larger number, which must be classified as elementary schools.

"The largest number of schools is in the Godda district, and singularly enough the largest number of pupils in the Taljhari training school is also from the same district. This is a peculiar fact which I cannot account for. The only solution of the question I have heard from the people is, that the people, having suffered from the *mahajans* and zemindars, are anxious to qualify themselves, so that they can match their oppressors. Be this true or not, the fact remains that the Godda district furnishes the largest number of pupils and schools.

"The only school in which decided progress has been made, is the training school at Taljhari. I account for this from the boys being thoroughly under our control, and from the inducements they have to continue their studies for years. In it they are entirely removed from their homes, have all their wants supplied, have every facility for prosecuting their studies by the constant presence of their teachers to whom they can constantly refer, and last, though not least, the two hours devoted every night to the preparation of the next day's lessons under the eye of a master on duty, who is constantly present to keep order and help them in their studies if they meet with any difficulty.

"Their parents are well content that they should remain at this school, as they are relieved of the burden of their support. My opinion is, that the training school is a perfect success, when we take into consideration the irregular attendance, &c., &c., of the village schools.

"I think there should be a similar boarding school at each of our stations where we have a resident missionary. I have urged this point on our society, and they are agreeable that I should open one at Godda, provided Government helps with a grant for the necessary buildings for a school-house, &c.

"I therefore beg you will be so good as to make an application to Government to the above effect, and that from what you have seen of the working, &c., of the Taljhari training school last month and on other occasions, you will feel competent to recommend my application."

*Bhagulpur Division—Santal Parganas District.*

The following are the studies of the first class of the Taljhari training school :—

Arithmetic	...	...	Compound proportion, stock, discount, present worth, cube root, &c.
Geometry	...	...	Book I.
Algebra	...	...	Simple equations.
Geography	...	...	The World in detail.
Physical Geography.			
Bengali Grammar.			
Urdu.			
Surveying.			

“They are also studying the Penal Code and Criminal Procedure, &c., with a view of qualifying themselves as *mukhtars*. I might mention that six lads have been sent to the Magistrate of Pakour and employed by him in inferior offices. I believe they are the first Santals that ever offered themselves for court work.”

The Revd. Mr. Storrs also wrote despondingly of the village schools. I suggested to the Revd. Mr. Stuart,

A suggestion.

Secretary to the Mission, whom I met at Taljhari, that instead of many indifferent schools scattered over the parganas at various distances, it seemed better to have a certain number of central training schools under European missionaries, each, with circles of schools, within a convenient distance for effective supervision and control, say, within a radius of not more than ten or twelve miles. The schools could then be well looked after, and the pupils could also be sent for periodically to undergo an examination at the central station. They would benefit, moreover, from the personal influence of the missionary. Mr. Stuart readily assented to the desirableness of carrying out this scheme.

Besides Taljhari, there used to be a small training school at

Dumka training school.

Dumka, which had to be given up because the mission was deprived of the house, the use of which had been heretofore allowed them for their school. I was on my way to this school when a letter reached me at Suri apprizing me of the state of the case. This school has been transferred to Hiranpur, twelve miles from Pakour. I am glad to find that the society have consented to establish a training school at Godda sub-division, and I hope the Government will meet the contribution of the society with an equal sum for a building.

This station is fourteen miles from Rampur Hat. The two training

Baptist mission schools.  
Banegoria.

schools for boys and girls respectively are under the direction of an able and earnest scholar and missionary, the Revd. Mr. Skrefsrud, assisted by Mr. and Mrs. Boersen. Mr. Skrefsrud's perfect command of Santali, combined with his general knowledge and the unselfish earnestness and simplicity of his character, have given him consider-

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able influence over the Santal population. The unsuspecting confidence and perfect reliance of the Santals on the truthful words and pure intentions of the white man in their midst, who understands them and sympathizes with them, is very marked.

In Mrs. Boersen the girls have a kind hearted and pleasant companion and friend.

Mr. Skrefsrud's report is as follows:—

“Although I was fortunate enough to learn to think for myself from my early youth, and also to teach others to do the same, still I have received a new impulse from you to do so in communicating knowledge to the Santals. My object is, therefore, to teach the boys in the training school to think, thus giving them a few tools with which to work for themselves. Now, I must say, that the Santals in the training school are on the way to learn to think, and I hope they will try to teach the village people to do so too. The cramming of facts, I think, is the greatest curse in the Educational Department, and shows a great misunderstanding of pedagogy.

“We are now sending out our first class boys to take the place of the less efficient village schoolmasters. We are going to send away all Hindu schoolmasters in Santal villages, to replace them by Santal masters—Christians without distinction. We are going to pay the village schoolmasters for the first four to five years, after which they will be incorporated in the Santal village system, and will receive *khet* (land) for their labor, which will consist in teaching the boys and girls in the village to read, write, and a little arithmetic, and keep accounts with the zemindar and *mahajans*. The schools will thus be permanent in the village system. It has been proposed to Government, and backed up by the Commissioner of Burdwan, that Government should give Rs. 6 per month for each village school for five years, and the Santals bind themselves to incorporate the masters into their village system after that, and pay them as they pay the *manjhi* of the village; but I do not know what Government will say to it. It is, in my opinion, an excellent plan, as it suits the Santals, and is according to their institution, and would thus work well amongst them. We have seven village schools at present, but are paid by Government only for five. We have 63 boys in the training school, but are paid by Government only for 30. We might establish 30 village schools, with Santal masters, at once, if we had funds. Four of the village schools are conducted excellently, but the other three are not, wherefore the master will be replaced by first class boys from our training school.

“Both the boys from the training school and the village school have a marked influence for the better upon the people of their own villages. Old superstitions are giving way for true ideas. A desire for knowledge manifests itself amongst old and young, and the whole tone of the community is raised.

*Orissa Division—Cuttack District:*

"The Santals know me now from one end to the other of the Santal country, under the name of Karp sahib, and I intend to use the influence, which I did not seek but which came by itself, for their good. I do not intend any more to work upon the individual, but upon the mass, to raise not the individual, but the mass mentally and socially, spiritually and morally. This shall henceforward be my endeavour. Great changes have taken place since I saw you. A Santal will not lose caste now by becoming a Christian. No Santal will now have any objection to giving his daughter in marriage to a Christian. Two large meetings have already taken place amongst them for leaving the Bongoo altogether, and becoming Christians as a people; in fact, they were going to decide for it, if I had not hindered them, I not being prepared for the crisis just then. If they become nominal Christians as a people, and then put themselves under instruction, and if they incorporate the schoolmasters into their village system, a great and most promising step will have been taken."

The training school for boys consists of 63 pupils—all Santals. This school has been in existence only four years, and is therefore considerably behind the older training school at Tuljhari.

The training school.

## ORISSA DIVISION—CUTTACK DISTRICT.

*From the Report of Mr. R. L. Martin, M.A.*

There were 150 schools at the end of the year, against 130 at the beginning; the number of students being 6,277, against 5,790. The number of schools has increased by 20, and of scholars by 487, or nearly 25 boys for each new school. The Government expenditure has been Rs. 46,950, against Rs. 49,909, and from other sources Rs. 32,023 have been contributed, against Rs. 29,071, in the preceding year. In every respect, therefore, we have reason to be satisfied with the result of the year. The college classes in the high school and the normal school are kept up for special purposes, and nearly the whole cost has been borne by Government, for in them Rs. 16,826 has been spent from imperial funds, whilst only Rs. 1,345 has been collected as fees. If these amounts be subtracted from the total expenditure, we find that on general education of all kinds below the highest, Government expended Rs. 30,124, whilst the people themselves contributed Rs. 30,678. Excluding from consideration the two institutions referred to, the average number on the rolls of the schools was 6,009. Roughly then each boy's education cost Rs. 10 during the year, of which amount Government contributed very nearly half. It is noteworthy that the amount spent by the people on each boy's education was exactly the same in Orissa and in the Bengal zillas in my circle, but that Government has had to pay in Orissa five rupees against four rupees in Bengal.

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In the three higher English schools (at Cuttack, Balasore, and Puri), the Government expenditure was Rs. 9,242 out of a total of Rs. 16,558. There were on an average 380 boys in these schools; therefore each boy's education cost Rs. 43-8, the charge to the State being Rs. 24-5. Besides those reading in higher schools there were on an average 819 other boys in the province reading English as well as the vernacular. The total cost of the 13 schools in which they were taught was Rs. 12,943, of which sum Government contributed Rs. 3,646. The total cost and the cost to Government of each boy's elementary education in English was Rs. 15-12 and Rs. 4-7.

In the better vernacular schools we find 1,892 boys educated at a total cost of Rs. 13,581; the charge to Government being Rs. 8,059. Each boy's education therefore cost the State Rs. 4-4, whilst it cost himself or those interested in him Rs. 3.

In the primary schools there were 1,437 boys educated at a total cost of Rs. 2-11 each, of which amount Rs. 2-1 was paid by the State: each boy did not therefore on an average pay a schooling fee of one anna a month. It is probable, however, that the teachers obtained something in the way of food: in fact I know of one teacher who lives in a Brahmin village, and who is required as part of his income to dine day after day in succession with the villagers. Of course the majority of the schools are for Uriyas, but amongst them there is an aided training school under the Reverend Mr. Phillips at Santipur, where young Sonthal men and women are together trained to become teachers of primary schools amongst their own tribe. Twelve such schools have been opened, but on an average they are only attended by twelve children each. The villages are so small that a good attendance cannot be secured. Of the children in school at the end of the year 4,408 were Hindus, 309 were Muhammadans, 1,348 were Christians, and 212 were Sonthals. The large Christian attendance was due of course to the large orphanages under the missionaries at Cuttack, Pipli, Balasore, and Jallasore. Of the total number of scholars in Orissa, 16 belonged to the higher, 2,413 to the middle, and 3,848 to the lower grades of society.

*Inspection.*—My dāk was laid to Orissa and my tour was planned, when circumstances occurred which obliged me to take leave. I was not in Orissa therefore during the official years, but I started the moment I returned from leave, and spent the whole month of April there, visiting, besides the Sudder Stations of Cuttack, Puri, and Balasore, where I saw all the schools, the subdivisions of Khurda, Jajapur, and Bhadrak, and the large mission station of Pipli.

*Orissa Division—Cuttack District.*

The following table gives the information called for by His Honor the Lieutenant-Governor for each class of school :—

	Number of schools.	Number of masters.	Amount of fees realized.	Amount of Government grant.	Amount of subscriptions, &c.	Total outlay on schools.	Number of scholars on the last day of the year.	Average daily attendance.
			Rs.	Rs.	Rs.	Rs.		
College classes at Cuttack...	1	3	845	5,118	.....	5,059	19	10
Law school ...	1	1	505	479	.....	984	8	8
Higher schools, Government ...	1	10	2,764	4,842	.....	7,606	169	134
Middle school, English aided ...	7	27	1,824	2,110	2,620	6,108	452	383
Ditto ditto unaided ...	1	4	303	.....	2,342	2,645	98	76
Lower school, English aided ...	1	9	.....	990	816	1,116	170	160
Middle school, vernacular, Government ...	4	6	511	856	23	920	173	155
Ditto ditto ditto aided ...	7	15	279	805	745	1,710	257	183
Ditto ditto ditto unaided ...	1	1	21	.....	144	165	29	31
Primary schools, Pathasala ...	17	16	284	750	.....	1,034	421	355
Normal schools, Government ...	1	8	.....	11,228	.....	11,228	135	113
Girls' schools for Europeans, aided ...	1	2	170	960	524	1,977	63	24
Ditto for Natives, aided ...	2	25	.....	1,860	1,860	3,720	469	459
Ditto unaided ...	1	1	.....	.....	174	175	18	8
	47	127	7,543	29,117	10,210	46,507	2,564	2,186
Estimated number of primary schools uninspected ...	1,931	1,931	22,000	.....	.....	22,000	14,751	10,000
	1,978	2,058	29,543	29,117	10,210	68,507	17,315	12,186

**CUTTACK COLLEGE.**—This is one of the small colleges placed under a native head-master on Rs. 300 a month. It is attended by 19 students, each of whom pays a fee of Rs. 4 a month. The highest class studies the course fixed by the Calcutta University as the First Arts Standard. At the last examination six students passed, all in the first division. One lad would have been placed in the first division had he gained one mark more than he did. One lad gained a second grade, and two others gained third grade scholarships. Of the 19 students, 2 belonged to the upper and 17 to the middle classes. One is the son of a Bengali temporarily living in Orissa, 12 are sons of Bengali settlers, the other six are Uriyas, one only being the son of an Uriya Brahmin. There are no Muhammadans or Christians in the college.

**LAW SCHOOL.**—At the close of the year there were only 8 law students; the fees only amounted to Rs. 505, and as a consequence though the income of the Law Lecturer was reduced to Rs. 75 a month it was necessary for Government to contribute Rs. 479 towards the cost of the school. It has been decided that in future the law class must cost Government nothing, and as a consequence the salary of the Law Lecturer is to depend upon the income from fees. Of those who

\* Sixteen of these are 3-rupee pathasalas, and one is the primary practising school attached to Cuttack normal school.



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had completed their course, only two went up to the last pleadership examination and both failed to pass.

**HIGHER SCHOOL.**—This is the school department of the Cuttack College, and attended by 169 boys; of this number 8 are Muhammadans, 11 are Christians, and the rest Hindus. Of the 150 Hindus, only 54 are genuine Uriyas, 5 are Hindustani settlers, 75 are Bengali settlers, and 16 are sons of Bengalis who are residing in Orissa for a time only. Of the Uriyas, only 8 are Uriya Brahmins. It is pleasant, however, to find that the number of Uriya Brahmins who attend our schools is steadily on the increase. The income from fees was Rs. 2,764. The cost to Government of educating each pupil was Rs. 30, whereas in the preceding year it was Rs. 35. The reduction in the expense was due to an increase in the rate of fee during the year. Eight students were selected by the masters as fit to appear at the University entrance examination; seven of them passed, the other failed in mathematics only. This proves that the plan of monthly test examinations held by the head and assistant masters is most successful. The school is in a very satisfactory condition.

**MIDDLE SCHOOLS, ENGLISH.**—There are seven aided schools situated at the sub-divisions of Jajapur, Kendrapara, and Jagatsingpur, and in the villages of Karunsasan and Srikrishnapur, besides two aided middle schools in the town of Cuttack—one managed by the Cuttack Society, the other by the Baptist mission. There is one unaided school also in the town. The aided English schools are likely to prove good feeders in time to the Cuttack school. As it is, a few boys from the sub-divisional schools, and a larger number from the two aided schools in the town of Cuttack, do join the higher classes of the Government school. The unaided school is under the Roman Catholic Chaplain. I hope it will soon be possible to procure for him a Government grant, for this is a most useful school, intended in a great measure for members of his congregation, but attended also by 24 Hindus and 3 Muhammadans. A great many sons of sepoys attend the school, and a good school-house is in course of erection.

**LOWER ENGLISH SCHOOL.**—This is an orphanage in Cuttack in which the more advanced boys learn English. I think it might more appropriately be called a vernacular school, but as aid was asked for and granted under the style "Lower English," it here appears by itself. It is a most excellent institution under the Reverend Mr. Miller.

In the nine English schools taken together, the cost of each boy's education has been Rs. 14-2, the charge to the State being Rs. 3-12. The schools are attended by 417 Hindus, 44 Muhammadans, and 257 Christians; whilst 310 belong to the middle and 408 to the lower classes of society.

**MIDDLE VERNACULAR SCHOOLS.**—There are four Government vernacular schools, one being the model school attached to the Cuttack normal school, the others are in the mofussil. There are also 7 aided schools, and one unaided vernacular school. These schools taken

*Orissa Division—Cuttack District.*

together were attended at the end of the year by 459 children, and in them the total and Government expenditure was respectively Rs. 2,304 and Rs. 1,161. The expense of educating each boy was therefore Rs. 6-1, and the cost to the State Rs. 2-6. A good vernacular education is given in these schools. These schools were attended by 372 Hindus and 87 Muhammadans. 240 belonged to the middle and 219 to the lower classes of society.

**PRIMARY SCHOOLS.**—421 children read in 17 aided primary schools, each of which is taught by a certificated teacher, who receives Rs. 5 a month from Government. In these schools the Government expenditure has been Rs. 750, but the teachers have only been able to collect Rs. 284 from their pupils. The cost of each boy's education has therefore been Rs. 2-7, of which amount the State contributed Rs. 1-14. Of the students, 379 were Hindus and 42 Muhammadans, 181 belonging to the middle and 240 to the lower classes.

**NORMAL SCHOOL.**—The Cuttack normal school is divided into two departments under one Superintendent; in one 73 students are being trained as pundits, in the other 62 receive a lower education with the object of being fitted to teach elementary schools through the country. The cost of the higher department was Rs. 5,685, and of the lower Rs. 5,543; but training in the higher course necessarily requires a longer time, so that the education of a pundit costs probably twice as much as does that of a teacher for an elementary school. The course in the higher department is spread over three years, and now 27 are third-year students, 17 second-year students, and 29 in their first year. All the students except two Muhammadans are Hindus; 56 of the number are Uriyas—the others have all been settled for many generations in Orissa, 14 being by race originally Bengalis and one a Mahratta, besides the two Muhammadans. The Brahmins of Orissa do not object so much to vernacular as to English education, for nearly half the Hindus are Brahmins. At the final examination held in January, 16 men passed the final test; the man who passed highest has since been appointed headmaster of a normal school at Sambulpur on Rs. 50 a month. Ten other pupils obtained teacherships, of whom six got Rs. 15 and two Rs. 10 a month. There are still ten passed students not provided with appointments.

In the lower department there are 62 students, 50 of whom are Hindus, 7 Bengalis, and 3 Mahratta settlers; there is one Muhammadan and one Christian. The strong religious prejudices of the Uriyas may be gathered from the fact that the Superintendent expected objections from the Brahmins to the admission of the Christian lad which happily were not made. "Five or six years ago," writes the Superintendent, "the slightest accidental contact with a Christian would have constrained an Uriya Brahmin to undergo expiatory ceremonies, or have subjected him to formal exclusion from caste;" now the Brahmin and Christian sit side by side and study together. The fact, too, that some of the higher Uriya Brahmins have come to reside in the school boarding-house shows how prejudices are disappearing.

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There is a difficulty in bringing students in this department up to the final standard in one year, since lads who have read in our vernacular schools do not offer themselves for admission; those who present themselves can hardly read or write, work common sums according to the native method (which in Orissa requires the constant rubbing out of every figure put down, so that no process once performed can be checked. During the three years the pathsala system has been \* nominally at work in Orissa, 49 village schools have been opened—15 during the last year. There are still 32 certificated teachers unemployed; but since money will be available for extension this year, I have issued orders for the employment of these 32 teachers.

During the year the Superintendent has exerted himself to make the students practical as well as theoretical surveyors, and he has also taken them on two or three occasions to the large Government workshop at Jebra in order that they might gain some practical idea of the advantage of mechanical contrivances. He reports that from these visits, accompanied by explanations from him, great good resulted, as the students obtained some real idea of the statical problems which they had read in their books.

**FEMALE EDUCATION.**—I do not think that any way has actually been made in the spreading of education amongst the Uriyas in Cuttack, though in the famine orphanages in the town a most useful education is given by Mrs. Buckley and her assistants. The Uriyas are more bigoted than are the Bengalis, and I do not know whether they would be ready to employ Christian teachers for their children. Bengali gentlemen are quite ready to entrust their children to native Christian women when they can be procured. Another objection might also arise on the part of the missionaries, who are more inclined to approve of the members of their community residing in Christian villages to seeing them scattered amongst the heathen.

**NATIVE GIRLS' SCHOOLS.**—In the native orphanages 465 girls were educated at a cost of eight rupees each, half expense being borne by Government and half by the mission.

**GIRLS' SCHOOLS FOR EUROPEANS, &c.**—In the school for European and Eurasian girls, the education of each girl costs nearly Rs. 50, of which the State contributed Rs. 24.

It may not be thought out of place to mention that with the new financial year the Roman Catholic mission at Cuttack also opened a similar girls' school under the superintendence of three nuns, but this school was not open during any part of the year under report.

**PRIMARY SCHOOLS NOT UNDER INSPECTION.**—The census returns show that there were 1,931 such schools, attended by 14,751 students. My Deputy Inspector is inclined to think that all chatsalas were not enumerated, because he himself knows of the existence of some at and near Champatipur, whose existence was concealed from the knowledge of the census enumerators. "The reason for such conduct," writes the

\* Under orders of Government of India, for some time the extension to Orissa was countermanded.

*Orissa Division—Pooree District.*

Deputy Inspector, "may perhaps be found in the report which went round some months ago of the imposition of an educational cess. When the number of indigenous pathsalas and schools were counted, the people naturally suspected the motives of Government."

**POOREE DISTRICT.**

The following table gives the information asked for by His Honor the Lieutenant-Governor as far as regards the schools in zilla Pooree:—

	Number of Schools.	Number of Masters.	Amount of Fees.	Amount of Government Grant.	Subscriptions &c.	Total Outlay.	Number of Scholars.	Average Daily Attendance.
			Rs.	Rs.	Rs.	Rs.		
Higher School ... ..	1	6	1,483	2,575	1,580	5,618	112	83
Middle Schools English, aided ...	2	6	85	663	724	1,449	63	47
"    " Vernacular, Government..	14	23	82	2,466	15	2,563	392	270
"    " Sanskrit, unaided ...	4	9	181	373	541	1,255	144	108
Primary, Government ... ..	3	6	.....	.....	986	986	110	79
"    " grant-in-aid ... ..	2	2	.....	120	.....	120	45	34
"    " aided under other rules ...	1	14	.....	228	.....	456	148	113
Girls' Schools, aided ... ..	15	15	82	708	.....	790	307	243
"    " ... ..	1	6	.....	720	818	1,538	176	172
"    " Total ... ..	43	77	1,872	7,858	4,872	14,774	1,502	1,158
Unaided and uninspected Pathsalas as reported by the police ... ..	286	286	2,500	.....	.....	2,500	1,636	1,240
	329	363	1,122	7,858	4,872	17,274	3,138	2,398

**HIGHER SCHOOL.**—The number on the rolls of the school at the end of the year was 112, against 107 at the commencement, and the income from fees was higher than in any preceding year. Both these facts were satisfactory. I regret to say that during the official year no progress in the erection of the new school-house was made; but I understand that since the beginning of May considerable progress has been made. The school has had to be carried on in a small house in the bazar rented for the purpose. Three boys appeared at the Entrance Examination, but only one passed; the other two passed in the language tests, but both failed in history and geography, and one in mathematics also. The second master of the school suffered so much from ill-health, that he was obliged to take four months' leave, which has been since extended for another period of four months. The head-master has also continued to suffer, but he was better at the end of the year than at the same time last year. During the rains and beginning of the cold weather, most of the schoolboys suffered from a severe type of fever, which probably led to the failure of these who appeared at the University Examination. The cost of each boy's education was Rs. 36-4, of which sum Rs. 23 was paid by the State.

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**MIDDLE ENGLISH SCHOOLS.**—One is at Khurda, the other is attached to the orphanage at Pipli. In both fair progress has been made. The Khurda school-house was burnt down, but the sub-divisional officer has had an excellent building erected, which was nearly ready for use at the end of the year. In these schools 62 boys read, of whom 31 were Hindus and 31 Christians; 24 belonged to the middle and 38 to the lower classes. The cost of each boy's education was Rs. 23-6, the charge to the State being Rs. 10-11.

**MIDDLE VERNACULAR SCHOOLS.**—There were 21 such schools, of which 14 are directly managed by the Educational Department, four are grant-in-aid schools, and three are unaided schools in which Sanskrit is taught as a language, though other subjects are taught through the medium of the vernacular. The Sanskrit school at Pooree, supported by the Maharajah of Balārapur in Oudh, has done a very great deal to break through the strong religious prejudices which existed at Pooree. Great praise is due to the head pundit (Hari Har Das), who first induced a number of Uriya Brahmins to join and learn Sanskrit only, but who has gone on to introduce by degrees all the studies of the vernacular scholarship course. The students of this school did better at the last examination than did those of any other school in Orissa; so that a great step in advance has been made. In the vernacular schools taken together there were 652 scholars, of whom 631 were Hindus and 21 Muhammadans, while 283 belonged to the middle and 369 to the lower orders. The cost of each boy's education was Rs. 7-6, of which sum Rs. 4-5 was from imperial funds. There was not much change in any of these schools during the year. The income from fees is something very wretched, only Rs. 223 paid during a year by 652 scholars. I have kept my mind fixed upon the low fee rate in the Pooree schools for years, but I have up to this time been assured that the boys will not pay fees; I mean however to make a slight advance in the demand this year. The school which has most improved is the Government vernacular school at Khurda.

**PRIMARY SCHOOLS.**—There is beginning to be a real demand now for good primary schools; my Deputy Inspector reports that "the inhabitants of several villages have come forward with applications for schools on stamped paper and formally bound themselves to maintain such schools."

At the close of the year there were 18 schools attended by 500 scholars, of whom 403 were Hindus, 15 Muhammadans, and 82 Christians; of these 107 belonged to the middle and 393 to the lower grades of society. The total cost of each boy's education was Rs. 2-11, the cost Government being Rs. 2-1.

**GIRLS' SCHOOLS.**—Female education has made no progress, the only girls' school being the large orphanage at Pipli, where 176 girls receive a most excellent education at a charge of a little more than Rs. 4 each to Government and of Rs. 4-10 to the mission. These girls are all being brought up as Christians.

## ORISSA DIVISION—BALASORE DISTRICT.

The following tabular statement gives the information required by the Lieutenant-Governor for the schools in the Balasore district :—

	Number of schools.	Number of masters.	Fees realized.	Government grant.	Other local income.	Total outlay on schools.	Number of scholars on the last day of the year.	Average daily attendance.
Higher Schools, Government ... ..	1	6	1,509	1,825	.....	3,334	118	106
Middle Schools, English, aided ... ..	3	8	325	884	1,702	2,307	133	91
"    "    Vernacular, Government aided ... ..	3	6	108	696	53	852	113	93
Primary Schools, aided ... ..	7	18	703	1,293	1,972	3,041	344	269
Normal Schools, aided ... ..	25	25	201	1,178	115	1,494	545	416
Girls' Schools, aided ... ..	1	4	.....	630	630	1,260	62	53
Zenana Association... ..	3	7	220	774	1,610	1,604	180	193
.....	1	2	.....	228	476	704	126	100
<b>Total</b> ... ..	<b>43</b>	<b>76</b>	<b>3,064</b>	<b>7,446</b>	<b>6,228</b>	<b>15,596</b>	<b>1,631</b>	<b>1,307</b>
Uninspected Primary schools estimated at ... ..	1,010	1,010	15,000	.....	.....	18,000	9,947	8,000
	1,053	1,096	18,064	7,483	6,228	30,596	11,578	9,307

**HIGHER CLASS SCHOOL.**—The only higher class school is that situated at the Sudder Station; it was attended by 118 boys during the year, against 129 at the commencement; but the average number on the rolls and the daily attendance show improvement, and the fee receipts have increased from Rs. 1,150 to Rs. 1,509. The cost of each boy's education was Rs. 28-4, of which amount the charge to Government was Rs. 15-7; in the preceding year each boy's tuition cost the State Rs. 20-12, the reduced cost to Government being due to an increase in the rate of schooling fee. Nearly half the boys in the school are Bengalis, but the Secretary's report does not show what proportion are sons of Bengali settlers and what of men temporarily residing at Balasore. In the school are six Muhammadans and two Christians, all the others being Hindus; three boys are sons of very large zemindars, twelve belong to the lower orders, and the other 112 to the middle classes. Shortly before the University Examination took place, two boys, who were considered promising, left the school on obtaining employment; consequently two only presented themselves: one passed and the other failed in English only. Towards the end of the year a survey class was opened at Balasore; it promises well.

**MIDDLE ENGLISH SCHOOL.**—These are at Bhadrak and Lakhannath, both near the Trunk Road—one 35 miles north, the other 43 miles south of Balasore. These schools were attended by 133 boys, of whom 114 were Hindus and 19 Muhammadans; 2 belonged to the upper, 96 to the middle, and 35 to the lower orders. Each boy's education cost Rs. 17-3, the charge to the State being Rs. 6-8. Both these schools promise well.

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**MIDDLE VERNACULAR SCHOOLS.**—These are 10 such schools, of which 3 are Government and 7 are grant-in-aid; they were attended at the end of the year by 457 students; of these 387 were Hindus, 16 Muhammadans, and 54 Christians; 232 belonged to the middle and 225 to the lower classes. The cost of each boy's education was Rs. 8-9, of which the State contributed Rs. 4-5. Every one of the schools promises well in the future.

**PRIMARY SCHOOLS.**—There are 25 such schools—12 amongst the Sonthals, attended by 150 children; 13 amongst the Uriyas, attended by 395 children. I have already alluded to the bad attendance in the Sonthal schools caused by the smallness of the villages. In all the schools 545 boys are educated at a cost of Rs. 2-11 each boy. The instruction of each cost Government Rs. 2-2, but the Sonthal boys pay no fee at all.

Writing of the uninspected primary schools, the Deputy Inspector says: "In a length of time extending over 10 or 12 years the children learn to read, write, and to know a little of simple arithmetic. The method of imparting instruction by the teacher, instead of developing the mental qualities of the children, invariably spoils where it cannot destroy those qualities. The relation of an abadhan to his pupils, instead of being that of a father to a child, is made to be that of a task-master to a slave,—the endeavour of the one being as much to scourge, as is that of the other to deceive and avoid. When a poor boy has not been able to understand some thing (because it is difficult), or has not been able to commit a Sanskrit "slok" to memory, woe unto him! he is lashed mercilessly. The influence of an indigenous teacher is very vitiating, and it should be our endeavour to reclaim these professional enemies of the country, &c., &c." The Deputy Inspector looks to the Cuttack normal school to effect the desired improvement. I may mention here that it is a general confession amongst my Deputy Inspectors that when young (under guru molasoyas) they were obliged to steal from their parents in order to meet the demands of their teachers, and that they were directed to commit these petty thefts.

**GIRLS' SCHOOLS.**—Besides two orphanages—one under the Baptist Mission at Jellalore, the other attached to the Roman Catholic Convent at Balasore—there are two girls' schools in the town, and 126 women are taught (to a great extent in their zenanas) by Mrs. Smith of Balasore and her assistants. I add a brief report from the pen of Mrs. Smith:—

"Zenana work was commenced in Balasore in April 1869; at first there was a good deal of opposition, and for nearly a year only six houses were open to me, but the opposition gradually died away, and now at the end of three years we have more who call us than we can well attend to, and there are pleasing instances of a desire for improvement among many of our pupils. In several of the houses to which we have been called we find the women able to read, and among these the improvement is very rapid. It often surprises us

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to see how quickly they see, and how readily they comprehend, ideas on different subjects.

"During the three years we have visited about fifty families in all, and some of the pupils who commenced the alphabet with us are now studying arithmetic and geography, whilst amongst the more advanced grammar and history are also studied. It has been our aim to bring on as many little girls as possible, as it is to them we must look to carry on the work of female education in India. Four schools for girls are now in operation, and the number might be greatly increased had we the means for so doing. If we only had a grant for a few girls' pathsalas, it would greatly assist us in establishing schools. Schools in operation are doing very well indeed."

Mrs. Smith has also sent a Native Christian woman to Bhadrak to serve as zenana teacher there; she is paid by the Babus whose houses she visits. In the girls' school in the town of Balasore, managed entirely by Hindu gentlemen (which is doing very well, and which is attended by 38 girls), a Native Christian teacher is employed who was educated by Miss Crawford at Balasore. The committee of management express themselves highly pleased with her, as does also the Deputy Inspector; and Mrs. Smith, who is invited to visit the school, informs me that "she (the mistress) is constantly gaining an influence among the people." The school in the suburbs of Balasore under the Roman Catholic Mission also thrives, so female education is making good way in the town.

. **NORMAL SCHOOL.**—The normal school is that under the Reverend Mr. Phillips at Santipur. The school itself gives a very good education in Sonthali, in Bengali, and in Uriya, to 62 Sonthal boys and girls, the latter being quite as far advanced as the former. Mr. Phillips hoped these educated young men and maidens might marry and settle down as teachers in remote villages; but he has generally found that the attraction of a bullock offered by the parents of an ignorant lad has been too great a temptation to the parents of the educated girls, and so far he has not had the pleasure of seeing an educated couple mated together. The pupils when educated are quite competent to the charge of schools, but there is not as much desire for education amongst the Sonthals of Balasore as there is amongst those in the north of Midnapur.

**CUTTACK TRIBUTARY MEHALS.**

There are 16 vernacular schools, eight of the middle and eight of the lower class, in the Tributary Mehals, and there is also a private English school supported by the Maharajah of Dhenkanal at his "gar." The number of students in the English school is 85, and in the vernacular schools 575. The middle class vernacular schools are on the Government estates of Banki and Angul; the primary schools are all in Dhenkanal. The teachers report that it is impossible to secure an



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attendance unless they be allowed to fine for absence, such fines to be realized by the tehsildars. The people are all poor agriculturists, and want the assistance of their sons in the field, whilst they care nothing about their education. The total expenditure in the schools in the Tributary Mehals was Rs. 3,460, the Government expenditure being Rs. 2,452. Of 312 students attending the schools in Angul and Banki, 3 were Bengalis and 2 Mahrattas who have settled in those places; the others were all Uriyas: 94 lads belonged to the middle and 218 to the lower classes, 131 boys being sons of petty cultivators. Of teachers employed, 3 are Bengali settlers and 13 Uriyas. To show how unwilling the people of Angul are to leave their homes, I may mention that one lad gained a scholarship last year and that to two other lads stipends in the training school were given; but of the three boys not one wished to come to Cuttack, and it was only by means of interference on the part of the tehsildar that two of the number came, one being a genuine Angul Uriya. This boy soon wanted to run off, saying he could not buy books; but the Superintendent of the Tributary Mehals supplied those he wanted, as it was the first case of an Angul lad being induced to prosecute his studies at all. All the primary schools are in Dhenkanal; they are only doing tolerably well. For the encouragement of the pupils in them, the Maharajah gives twelve stipends of Rs. 2 a month (tenable for two years) to students of these schools who go to read at the school at his "garh." The 235 students in these schools were all Uriyas and Hindus; 33 belonged to the middle classes and 202 to the lower.

**DHENKANAL ENGLISH SCHOOL.**—For this school the Maharajah keeps six teachers, of whom five teach the six classes of the school and one teaches the Sanskrit class attached thereto; the boys pay no schooling fees, and in the lower classes instruction is given entirely in the vernacular, and in the three highest classes the students learn the elements of English as a language. During last year the Maharajah, besides spending Rs. 884 for tuition purposes, also gave away to poor students food and books to the value of Rs. 406. All the students are Uriya Hindus; 61 belong to the middle and 24 to the lower grades of society. I believe that some other Tributary Rajahs have opened schools, but of such schools I have received no statistics. In Keonjhar also many primary schools have been opened, but I have not received any report as to their progress.

## CHOTA NAGPUR DIVISION—SOUTH-WEST FRONTIER AGENCY.

*From the Report of Mr. H. WOODBROW, M.A., Inspector of Schools,*

*Central Division.*

The division of Chota Nagpur—or Chutia Nagpur as it would more properly be called, for it is not little Nagpur, but the Nagpur of the Chutia Raj—has been temporarily attached to the Central Division. The postage communications are more expeditious with Calcutta than with either Midnapur or Patna, the head-quarters of the North-West and Behar circles. Improvements in the rate of postage have taken place, but it is still a four days' post from Chaibassa to Calcutta, about 200 miles in a direct line, though on account of the intervening jungles the letters go *via* Ranchi, which makes the distance 400 miles. Chaibassa is inhabited by Kols, and 40 years ago was one of the most turbulent parts of the country. The Commissioner, Major Routledge, used to move about his district accompanied by infantry, cavalry, and artillery. From him first the wild children of the jungle received kind consideration. In the Mutiny, when the small detachment of sepoy at Chaibassa took the treasury and moved off with it, the Kols with bows and arrows stopped them when they reached the first unbridged river, and called on them to deliver up the money, for if it did not belong to the English, who had left the country, it belonged to them who had paid it as rent. The sepoy were obliged to give up their plunder to the Rajah of Porahat, the nominal head of the Kols, who, unfortunately for himself, became at last a rebel. Almost the whole proceeds however of his territory of Porahat are paid to him as pension at Benares, and the balance does not defray the cost of administration. Roads have been made along the whole length of Porahat, and the paternal Government of the British power has so developed agriculture and commerce that the Rajah, if he were to return, would scarcely recognise his sequestered valley. Hemmed in by hills, Porahat reminded me in my late tour of Johnson's description of the Happy Valley. There are now three aided schools in the valley, at Chackradharpur, Asantolia, and Delaikela. My conveyance was taken by stages of about a mile long, from Chackradharpur school, near the north-east end to Delaikela on the south-west, a distance of 20 miles. Each village turned out to meet the European, and the people of one village ran the gharry along to the next village, with the exuberance of fun and mirth that might be found among English schoolboys. They took whatever *buckshish* was offered without expostulation. Though three or four strong English boys would have taken the gharry along, the Kols frequently mustered as many as 30 for the work, and were particularly fond of going fast when the road happened to be somewhat dangerous by dipping suddenly to an unbridged stream. During the night journey from Delaikela to Asantolia the scene presented by the wreaths of fire circling the mountains was strange and magnificent. In Chota Nagpur, in order to secure tender grass for their cattle, which is abundant, the people, in the month of March, when the fallen leaves and grass of the hills are dry, set fire to the jungle, and when once the fire is kindled, it goes on and on till it reaches the top of the mountain. In

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the valley of Porahat, the hills along a length of 30 miles and on both sides were festooned with continuous garlands of fire. In the day time nothing was to be seen except a mistiness about the outline of the hills, caused from the almost transparent smoke. This system of firing the hills disturbs the wild beast, and great hunting parties are formed by native Rajahs with the decided intention of their followers to kill and eat. The plan of firing the hills not only gives food to the cattle, but probably improves the water that trickles down the slopes and so makes the streams more suitable for drinking. There is however a river called the Kora, beyond Delaikela, said to cause leprosy. At Asantolia I saw some Gongs whose ancestors in remote generations came from Central India. The last migration of these aborigines was however from Bahminighat on the east of Chaibassa, where in 1835 they had a fight with the Rajah of Moherbunj. How they came from the west to Bahminighat remains an unsolvable mystery.

Throughout Chota Nagpur the country is undulating, and cultivation is mostly carried on in the depressions between the successive swells of the soil. These swells in some places are granitic bubbles. Each level piece of land, from a few yards to half an acre, is hemmed in by a little bank. Towards the upper part of the slope a bank is frequently carried across the depression, so as to store up the water, which percolates through the soil, and in the moist land below the reservoir heavy crops are grown. The reservoirs are of all sizes, and occasionally expand to great dimensions. The great reservoirs of Silda, Ghatsilla, Huldipukur, and Jhoria were made by Rajahs and native zemindars, and those at Ranchi and Puruliya by Colonel Ouseley and Major Tickell. These two administrators of their districts deserve to be commemorated as benefactors of the country. Our improved system of administration has made such works of beneficence impossible, for the local authorities have neither the money nor the power to carry out such improvements. In Chaibassa, where the last relics of a system of paternal government still linger, we see good roads spreading in all directions. In Manbhum, where law and civilization have made the greatest progress, the roads are detestable. Some years ago a road from Puruliya to the Railway at the Barakur was partly made, but for more than half its length the bridges were left out, so that the traffic has never been able to make any use of the unfinished road. I heard that it is likely to be completed, as our present Lieutenant-Governor has sanctioned the means. Through the northern part of Manbhum the old and new Grand Trunk Roads pass. They are nearly parallel with about 20 miles between them. The old road, along which our armies marched to the conquest of India, is still used, but in some parts is so reduced to the general level of the country, that it may be crossed without being recognised as a road. It passes from Bankura to Chas, a place where the caravans of old used to collect together, as the jungles to the west of Chas have been from time immemorial the resorts of highwaymen and dacoits.

*Chota Nagpur Division—South-West Frontier Agency.*

**Deputy Inspectors.**—There are only two Deputy Inspectors to the territory included in the South-West agency—a country as large as Scotland. As Bengali is chiefly spoken in the east of the division, Hindi in the north, Uriya and Kol languages in the south and west, and as the country is so vast in extent, two Deputy Inspectors are insufficient for the work. At present Hazaribagh, Lohardugga, and Palamow are under one Deputy Inspector, and Manbhum, Chaibassa, and Dhalbhum under a second. Four Deputy Inspectors instead of two are required. The present Deputy Inspectors are Babu Bhesvar Chakravarti, who was second master of the Midnapur Government school before he was appointed to the Deputy Inspectorship of Hazaribagh, Lohardugga, and Palamow in April 1867; and Babu Sri Nath Datta, who was second master of the Puruliya Government school before he was appointed to the Deputy Inspectorship of Manbhum and Singbhum in July 1869. Both these Deputy Inspectors have done their work well, but their circles are unmanageably large.

**Examinations.**—At the Entrance Examination four candidates from Hazaribagh and two from Ranchi appeared, but all were unsuccessful, with the exception of one from Hazaribagh, who passed in the 2nd grade, and obtained a scholarship tenable for two years at Patna. The failures of the two candidates from Chota Nagpur were complete; both candidates failed in English and mathematics, and one in history and geography also, and of the three unsuccessful candidates from Hazaribagh, none failed in English, three failed in the second language, one in mathematics, and one in history and geography also. From Manbhum three candidates from the Pandra aided school presented themselves, but they were unsuccessful. No candidates came from Puruliya. The Pandra pupils all failed in English, and in history and geography; one also failed in mathematics.

Echak, in Hazaribagh, was the only school in the three Hindi districts of Hazaribagh, Ranchi, and Chaibassa that sent candidates to the Minor Scholarship Examination. The three students from Echak were all unsuccessful. In Manbhum the middle class English schools did very well.

NAMES OF SCHOOLS.	NO. OF STUDENTS PASSED.			No. of Scholarships gained.
	1st Division.	2nd Division.	3rd Division.	
Chatna	.....	1	3	1
Jhoris	.....	2	.....	1
Manbazar	.....	1	4	1
Tiluri	.....	.....	1	.....
Rajgram	1	3	1	2
Total	1	7	9	5

*Reports of Inspectors of Schools.*

The Scholarship Examination for the three districts of Hazaribagh, Lohardugga, and Singhbhum was held in the Vernacular Scholarship Examination. Hindi language. In Manbhum the examination was in Bengali, and in the question papers set in the schools of the central circle. The Hindi examination was easier than the Bengali, but still too hard for the schools. Five scholarships were available for the four districts, one to each, and the fifth was given to the best boy among the Hindi district who had not a scholarship. Hazaribagh Hindi school carried off two scholarships; Ranchi and Kharsowa one each. The Manbhum scholarship was won by a boy of Raipur school. These five scholarships, tenable for four years each, were established by taking 20 one-year scholarships from the older districts of the central circle.

Twenty-two candidates presented themselves, whose places on the list of marks are shown in the following table:—

SCHOOLS.	Position of Candidates on the list of marks.				Position of Candidates to whom Scholarships were awarded.
<i>In Hazaribagh.</i>					
Hazaribagh School ... ..	2,	3,	5		2, 3, (Hindus.)
<i>In Lohardugga.</i>					
Ranchi ... ..	6,	7,	10,	11	6 (a Mussalman.)
Ditto, ex-student ... ..				4	.....
Tamar ... ..			9,	17	.....
Ditto, 2nd Teacher ... ..				14	.....
Bundu ... ..			9,	13	.....
<i>In Singhbhum.</i>					
Chaibassa ... ..	13,	15,	18,	20	.....
Chakradharpur ... ..			16,	19	.....
Ditto, Teacher ... ..				1	.....
Kharsowa... ..			8,	15	8 (a Hindu.)
<i>In Manbhum.</i>					
Raipur ... ..	2	passed.			1 scholarship given.
Puruliya ... ..	1	"			.....

Some of the schools did not compete, as the examination was held in the principal station of each district, and their pupils would not go so far, as for example those of the Chatra school would not travel to Hazaribagh. This shows the expediency of having as many centres

*Chota Nagpur Division—South-West Frontier Agency.*

of examination as possible. But a simultaneous examination at many centres with adequate supervision at each, and with care that the questions may not become known, is a matter of difficulty.

In Hazaribagh and Lohardugga (Ranchi) the inhabitants are indifferent to the progress of education. The schools are few and in a poor state, and the people do not care to have them more in number or better in condition. In towns the banias care only for arithmetic and caligraphy; reading such as they want will come of its own accord, they think, with progress in writing. In the country the villages are scattered, and it is rarely that two villages will send boys to one school. Again, unfortunately, the houses of the zemindars are in the smaller villages, and if the zemindar starts a little school to oblige the authorities, there attend it only five or six boys. In the large villages no one likes to take the lead in a new matter, whether good or bad. The pathshala system is the only one that can be pushed, and even then the absence of teachers will prevent any great extension. The opening of schools without competent teachers will result in failure. We must have a training school for village teachers. At present we get our teachers of the higher paid vernacular schools from Gya. The Gya teachers are good in language, but bad in arithmetic. The attention of Dr. Fallon should be invited to this deficiency.

The Revd. Mr. F. Batsch, the Senior Missionary in Chota Nagpur, whose experience of the people is greater than that of any one else, stated, at an interview with the Commissioner and myself, that he doubted whether we should be able by any means to get the village Kols readily to go to school. The Kols say that the boys who go to school are not so good at their work as boys who stop at home; and as the Kol parent exacts the same amount of work from both, the boy who goes to the day school is at a great disadvantage, and soon leaves off instruction. The Hindus even now oppress the Kols by taking advantage of their extreme ignorance; and if the Kols remained innocent of education while schools were provided by Government for the Hindus almost free of cost, the present difficulty, arising from the oppression of the aborigines of the country by the Hindu foreigner, would be aggravated. I would recommend that an arrangement be made with the missionaries by which Kols may be trained in their institutions at a certain rate agreed upon. The highest vernacular class at the Chaibassa school could also be made a training class. These arrangements would provide at first for the Kols. For the Hindus a training school should be established at Hazaribagh or Ranchi, as the Commissioner may direct.

Perhaps the establishment of one of the schools in the central districts of Bengal could be removed there. The fact of there being already two missionary training schools at Ranchi, and none at Hazaribagh, is the reason of my suggesting one for Hazaribagh. Colonel Boddam, the Deputy Commissioner, also recommends a normal school for Hazaribagh.

## APPENDIX A.

*Reports of Inspectors of Schools.*

## HAZARIBAGH DISTRICT.

The accompanying tables show the state of education in Hazaribagh up to the 31st March 1872, the creed of the pupils and teachers, and the social position of the guardians of the pupils in inspectional schools.

*Creed of the Pupils and Teachers of Schools in the District of Hazaribagh.*

DESCRIPTION OF SCHOOLS.				No of Schools.	HINDUS.		MUSALMANS.		CHRISTIANS.		TOTAL.	
					Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.
Higher Schools.												
Government	...	...	...	1	64	4	2	...	...	1	66	5
Aided	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools.												
Government...	{ English	...	...	...	...	...	...	...	...	...	...	...
	{ Vernacular	...	...	...	...	...	...	...	...	...	...	...
Aided	{ English	...	...	4	139	7	63	...	...	...	...	...
	{ Vernacular	...	...	3	148	9	11	1	...	...	202	8
		...	...	...	...	...	...	1	...	...	159	10
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## Chota Nagpur Division—Hazaribagh District.

## Return of Schools in Hazaribagh.

Description of Schools.	No. of Schools on 31st March 1972.	No. of Pupils on the rolls on 31st March 1972.	Average Daily Attendance.	RECEIPTS					Expenditure.	Number of Masters.	Cost to Government.	Total Cost.	
				From Government.	From Local Funds.		Total.						
					Fees and Fines.	Other Local Sources.							
<b>Higher Schools.</b>													
Government ..	1	68	53	Rs. A. P. 2,091 0 0	Rs. A. P. 707 3 0	Rs. A. P. ....	Rs. A. P. 2,788 3 0	Rs. A. P. 2,793 3 0	5	Rs. A. P. 40 3 4	Rs. A. P. 53 13 11		
Aided ..	...	...	...	...	...	...	...	...	...	...	...		
Unaided ..	...	...	...	...	...	...	...	...	...	...	...		
<b>Middle Schools.</b>													
Government Vernacular	4	203	165	1,096 15 3	332 4 0	...	1,329 3 3	1,339 3 3	8	6 10 4	8 0 11		
Missionary English	...	...	...	...	...	...	...	...	...	...	...		
Aided { Native English	3	139	120	505 0 0	249 14 0	890 5 6	1,835 3 6	1,759 8 9	10	4 15 4	14 10 7		
" Vernacular	...	...	...	...	...	...	...	...	...	...	...		
Total	7	341	285	1,691 15 3	482 3 0	980 5 6	3,164 6 9	3,195 12 0	18	5 14 1 P	11 7 11		
Unaided English	2	102	91	...	120 1 0	1,343 10 9	1,463 11 9	1,351 10 9	6	...	...		
<b>Primary Schools.</b>													
Government ..	...	...	...	...	...	...	...	...	...	...	...		
Aided ..	...	...	...	...	...	...	...	...	...	...	...		
Pathshalas ..	3	89	62	10 11 0	13 11 6	...	26 6 6	26 6 6	3	0 2 9	6 6 9		
Unaided ..	...	...	...	...	...	...	...	...	...	...	...		
Indigenous Pathshalas	43	605	...	...	...	...	...	...	...	...	...		
<b>Normal Schools</b>													
<b>Girls' Schools</b>													
Total of Government and Aided Schools	11	516	389	3,793 10 3	1,205 0 6	990 5 6	4,959 10 3	5,913 5 6	26	9 8 2	14 13 2		
Total of Unaided Schools	3	103	91	...	...	...	...	...	6	...	...		
Total of Indigenous Pathshalas	43	605	...	120 1 0	1,343 10 9	1,463 11 9	1,351 10 9	...	43	...	...		
Grand Total	56	1,223	...	...	...	...	...	...	75	...	...		

• Returns not known.

\* Returns not known.



*Reports of Inspectors of Schools.*

The school-house erected by the exertion of Colonel Boddam, the Deputy Commissioner, in procuring subscriptions, is a good building, and one of the cheapest in Bengal, considering its excellent accommodation. The school on the 31st March 1872 had 66 boys on the roll, against 55 last year, and an attendance of 60 against 50 last year. This is a satisfactory increase in the school, but it is not satisfactory to find that only one-fourth of the pupils are sons of natives of the district.

The English middle schools of the district are those at Echak, Burhi, Pachamba, Karakdihi, and Dhanowar. The Echak school is held in a noble room of the palace of the Ramghur Rajas, whose estate is now under the management of Government.

The school is capable of doing a great work, and the head-master, an able man, should be made to feel that good results are expected from him. At this school the teacher of the pathsala department prompted his class in a sum in mental arithmetic when my back was partly turned; but I happened to see the proceeding. He stoutly denied the fact, even when the boys were not able to show how they had found the right answer, or to repeat the steps they had gone through to find it. I recommended his dismissal. If our masters show their pupils examples of falsehood, our schools do more harm than good.

There is not much to report about aided English schools, they are in an elementary state. Tikayet Sidha Nath Sing, the zemindar of Karharbari, gives Rs. 50 a month to the Pachamba school, and has built for it a house at the cost of about Rs. 500.

The Government vernacular model schools are four, and are situated at Hazaribagh, Chatra, Burhi, and Chitrapur: these schools require improvement in arithmetic and geometry. In the Chitrapur school both Hindi and Hindustani are studied. It is the only school in the district in which Hindustani is required. About twenty miles from Chitrapur is the waterfall of Huraragah where the waters of the Subarnarekha precipitate themselves bodily over a ledge of rock like a small Niagara. I have seen the waterfalls of the Nilghiris, Cherapunji, Darjiling, and Mussur, but none are to be compared for volume of water with the falls of Huraragah. The height of the fall is stupendous, and the scenery around is exquisite. Some of the most enchanting views I have ever beheld are among the upper waters of the Byturini and Subarnarekha rivers.

Not knowing the census of Hazaribagh, I cannot speak of the indigenous schools unassisted by Government.

*Chota Nagpur Division—Hazaribagh District.**Return of Social Position for the District of Hazaribagh.*

CLASS OF SOCIETY.	Total.	Higher Class and Middle Class English Schools.	Middle Class Vernacular Schools.	Primary Schools.	Girls' Schools.
<i>Higher Class of Society</i> ...	0	0	0	0	0
<i>Middle Class of Society.</i>					
Government Service ...	48	47	1	.....	...
Estates ...	63	46	17	.....	...
Professions ...	56	40	9	1	...
Trade ...	68	31	54	13	...
Total of Middle Class ...	265	170	81	14	...
<i>Lower Class of Society.</i>					
Government Service ...	20	6	7	7	...
Other ditto ...	31	23	7	1	...
Cultivation ...	90	47	20	17	...
Trade ...	161	68	48	45	...
Handicraft ...	30	9	20	5	...
Skilled labor ...	6	3	2	.....	...
Common ditto ...	15	1	14	.....	...
Miscellaneous ...	1	.....	1	.....	...
Total of Lower Class ...	353	157	121	76	...
Total No. of Pupils ...	618	327	202	80	...
Total No. of Schools ...	18	6	4	3	...

There are not 1,000 pupils to make the table of number per 1,000, but if we were to take the number per cent., we see 42.9 of the middle classes and 57.1 of the lower classes. In the higher English schools the middle ranks predominate, the numbers being 48 to 29; but in the middle English school there are 122 of the middle rank to 139 of the lower. Hence, for those learning English there are 170 of the middle class to 157 of the lower. As the standard of education declines, and with it the fees, the number of the lower orders of society increases. This is only natural, but I was surprised to see so large a proportion of the lower classes learning English. Of those learning English, the three lines of Government services, estates, and professions, had sent almost equal numbers of pupils.

The list of the benefactors to the cause of education in the district of Hazaribagh is as follows:—

- Colonel E. T. Dalton, C.S.I., Commissioner of Chota Nagpur.
- Colonel H. Boddam, Deputy Commissioner.
- Babu Jadu Nath Mukerji, B.A., B.L.
- „ Parbati Kumar Mittra.
- „ Khetra Narayan Ray.
- Tikait Sidha Nath Singha.
- C. A. S. Bedford, Esq.
- G. N. Campbell, Esq.
- G. T. Peppe, Esq.
- Lieut.-Col. E. Money, Manager of the Ramghur estate.

## Reports of Inspectors of Schools.

## The Creed of the Pupils and Teachers in Government and Aided Schools in Lohardugga.

DESCRIPTION OF SCHOOLS.	No. of Schools.	HINDUS.		MUSSALMANS.		CHRISTIANS.		Kols, &c.		TOTAL.	
		Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.
<b>Higher Schools.</b>											
Government	...	...	...	...	...	...	...	...	...	...	...
Aided	...	...	...	...	...	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...	...	...	...
	1	97	7	30				11		138	7
<b>Middle Schools.</b>											
Government { English ...	...	...	...	...	...	...	...	...	...	...	...
Vernacular	3	111	6	4	...	...	...	...	...	...	...
Aided { English ...	3	39	3	7	2	380	16	10	...	125	3
Vernacular	1	40	3	30	...	...	...	...	...	...	...
Total	7	190	12	41	2	380	16	6	...	406	21
Unaided { English ...	...	...	...	...	...	...	...	...	...	...	...
Vernacular	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...
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The Government school did not do well at the last Entrance Examination. Various reports that came to my hearing during my stay at Ranchi lead me to think that the head-master should be removed to some other school; while, if the charge brought against him and now under investigation should be substantiated, degradation or dismissal will be necessary.

A new school-house is nearly finished at Ranchi, and will be opened before the rainy season sets in. It would have been completed two years ago if the Public Works Department had not stopped operations on the ground that the rates were so low that the contractor would certainly lose by his bargain. The contractor however was a rich man, and knew his business, and perhaps, like the contractor for Hazaribagh school, he was willing for the good of his native place to forego his ordinary

*Chota Nagpur Division—Lohardugga District.*

profit. The building is large and substantial, and adds one proof among many already existing, of the interest that the Commissioner, Colonel Dalton, takes in the welfare of the people committed to his charge.

The middle class school at Daltonganj in Palamow is within the sudder division, though at a distance of several days' journey from Ranchi; there is in fact less difficulty and less time in the journey from Calcutta to Ranchi than from Ranchi to Daltonganj. Palamow moreover is so wide in extent, that its western parts are best approached from Mirzapur. I regret to say that educationally scarcely anything has yet been done for Palamow.

The two great missionary institutions at Ranchi continue to benefit the people of the place. Instruction in English and Hindi is given at both. The irregularity and insufficiency of the supplies sent by the Berlin Curatorium were among the causes that produced a disruption in the German mission a few years ago. It is feared that the same insufficiency of the German remittances impedes the work now. If the assignments of the English Society for the Propagation of the Gospel could be increased for its Ranchi mission, the work in that branch also might be widely extended in Ranchi mission. The disruption like that of the Scotch Church has extended the field of Christian work. Both sides have men at Ranchi whose piety, industry, and devotion are examples to the Christian church in India.

Both parties also present instances of self-denial rare in these degenerate times. Only this very year Mr. Herzog, lay missionary of the older mission, was offered the post of architect to the Canning College at Lucknow at almost any terms he might require; but like Bishop Wilson, of the Island of Man, "he would not desert his spouse because she was poor." Mr. Herzog enjoys the unusual fame of building edifices handsome in design, moderate in cost, and which do not tumble down. To both the mission schools at Ranchi training classes are attached. In the younger mission I was this year called on for the first time in my seventeen years' experience as an Inspector of Schools to examine the native students of an aided school in Greek. That Greek should be studied at all is remarkable, because the Calcutta schools now confine themselves to Latin, and that it should be taught at Ranchi is still more remarkable, but that the students should be Kols is little short of a miracle. The young German Missionaries hope to teach the Kol preachers both Greek and Hebrew, so that if the European mission ceased, the converts would have men of their own kin who could expound the Scriptures from the originals. The high mental cultivation of the Revd. C. Hæberlin and his coadjutors, and their calm-determination to conquer difficulties, will, in a few years, give the Kols a body of learned Christian teachers. I heard some dozen students translate passages from the Gospel of St. John into Hindi, and some rendered them also into English.

Bishop's College was lately the only institution in the Lower Provinces in which Greek was taught, but now it is closed for high education.

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In Lohardugga the Government vernacular schools are well taught as regards language, but more attention must be paid to arithmetic.

The aided vernacular school at Ranchi is very inferior to the missionary schools. The unaided school for girls has been mismanaged, and should be closed. Miss Carpenter's liberality has been greatly abused.

The aided industrial school at Ranchi was going on satisfactorily, and it is most desirable that institutions of this kind should become numerous. An effort however should be made to turn out good work of its kind. The chairs and bed-cots that I saw being made were of a coarse description, but the boys were intelligent enough to turn out much better work if required to do so. The industrial school should aim at excellence of workmanship.

The list of the benefactors to the cause of education in Lohardugga is as follows :—

Colonel E. T. Dalton, C.S.I., Commissioner of Chota Nagpur.  
H. L. Oliphant, Esq., C.S., Deputy Commissioner.  
L. R. Forbes, Esq., Deputy Commissioner of Palamow.  
The Revd. F. Batsch.  
The Revd. Dr. C. Hæberlin.  
Babu Girish Chandra Mittra, Extra-Assistant Commissioner.

## SINGBHUM DISTRICT.

Of the four districts of Lohardugga, Hazaribagh, Manbhum, and Singbhum, the last is the one least known and least advanced. The head-master of the Government school, who by an arrangement peculiar to this district acts as Secretary to the aided schools, gives a list of the unaided pathsalas in the district. From this list it is seen that Singbhum, in the matter of vernacular language, is in a difficult position. There are languages of the Kols and Santals, but no schools in which they are used. Bengali is used in 19 indigenous schools in Dhalbhum, in 4 schools in Seraikela, and in 1 school in the Kolhan; Uriya is used in 2 schools of Dhalbhum, in 10 schools of Kolhan, in 2 schools of Khursowah, and in 2 of Seraikela; Hindi is used in 4 schools of Porahat and the Kolhan. Hindi however is the language of the courts, and that in which official business is carried on. Mussalmans require Hindustani. Hence no less than six languages—Hindi, Hindustani, Bengali, Uriya, Santali, and Kol—are all used in this little district; the Kols themselves have three languages of their own, but the Uraons and Mundaris are but few in Chaibassa. It seems to me that among the Hindus of Singbhum. Uriya is the language most generally used. The language is a relic of the time when the kingdom of Orissa extended to ten times the dimensions of the present province. Singbhum is separated from the present Orissa by a wide expanse of mountainous country covered with dense jungle, so that communication between these two

*Chota Nagpur Division—Singbhum District.*

portions of the Uriya-speaking people is extremely difficult. In these mountains about Keunjur live the people whose women wear bunches of leaves as their sole clothing.

Singbhum being the least known of the four districts of the Chota Nagpur division, I think it right to give concerning it the excellent account of its schools sent me by Babu Sarada Prasad Ganguli, the head-master of the Government school.

*From Sarada Prasad Ganguli, Head-master of the Government School, Chaibassa, to H. Woodroffe, Esq., M.A., Inspector of Schools, Central Division,—dated Chaibassa, the 20th April 1872.*

I HAVE the honor to submit my report on the state of education in the district of Singbhum for the year ending 31st March 1872.

2. The schools in Singbhum are classified as follows:—

1. Government English schools.
2. Aided English schools.
3. Government vernacular schools.
4. Aided vernacular schools.
5. Government guru pathsalas.
6. Indigenous guru pathsalas.
7. Mission schools.

3. The only Government English school in the district is the zilla school at Chaibassa, having an establishment of Rs. 230 per mensem, of which about Rs. 36 are raised from fees, and the rest contributed by Government. The number of pupils on its rolls is 91, of whom 60 are Hindus, 8 Muhammadans, 17 Kols, and 6 Santals and others. The Hindu pupils mostly belong to the middle class of society, connected with the subordinate Government officials and respectable residents of the district, including zemindars. The Kol pupils are almost all children of mankees and mandas. The standard for the education is the University Entrance Examination, as in all Government zilla schools. The only changes that took place in the curriculum of its studies during the year, were the abolition of Sanskrit, and the introduction of the elements of surveying.

The progress of the pupils, as reported by the Secretary to the Local Committee of Public Instruction, and several distinguished visitors who visited the school during the year, seems to have been satisfactory.

4. The aided English school in the district is the middle class English school at Ghatsilla, having an establishment of Rs. 83 per mensem, of which Rs. 50 are contributed from the estate of the minor zemindar of Dhalbhum, and Rs. 33 by Government. The number of pupils on its rolls is 47, of whom 46 are Hindus and 1 Santal. The education intended to be given is up to the Minor Scholarship Examination course, which the school has not yet attained, though the progress made by the pupils during the short space of three years the school has been in existence, is pronounced satisfactory. The minors, too, chiefly with a view to whose education the school was established, have much

*Reports of Inspectors of Schools.*

profited by it, and though their removal at present to Chaibassa, and ultimately to the Wards Institution in Calcutta, has been decided upon I trust this arrangement will in no way affect the school. A certain amount of obligation is admitted to rest on all zemindars and landholders for providing education to their ryots, and under the enlightened management of the estate by the Court of Wards, this duty, I fully trust, will be recognized.

5. The middle class Government vernacular schools in the district are the model schools at Chaibassa, Khursowah, Seraikela, and Jaganathpur.

6. The model school at Chaibassa is attached to the zilla school, and is under the management of the Local Committee of Public Instruction. It is supported at a cost of Rs. 46 per mensem, of which about Rs. 4 are raised from fees contributed by pupils other than Kols at the rate of one anna per mensem. The Kols receive free education. The number of pupils on its rolls is 191, of whom 118 are Kols, 8 Santals, 6 Oraons, and the rest Hindus, Muhammadans, and others, mostly belonging to the lower classes of society. The Kols are all from the agricultural class. The standard for education is the Vernacular Scholarship Examination course, and at the examination held here for the first time in December last, 4 candidates, of whom 2 were Kols, appeared from this school, but were unsuccessful. As an experimental measure, a class for teaching carpentering to Kol students will soon be opened in connection with this school, the expenditure for which, at Rs. 6 per mensem, will be defrayed by Colonel Dalton for six months, after which it is expected to become self-supporting.

7. The Khursowah model school is in pargana Khursowah, which is a rent-free tenure held by the Thakur of Khursowah—a semi-independent zemindar of Singbhum. Though showing diminished numerical strength year after year, that the school has been able still to maintain its ground, is owing solely to the exertions of its able head pundit. It also sent up two candidates to the last Vernacular Scholarship Examination, one of whom was successful, the only one from Singbhum, who is now pursuing his studies in the Chaibassa Government school. In my last annual report I recommended the abolition of this school on the ground of its not meeting with support from the people, and I still hold to my former opinion. The number of pupils on its rolls in the year before was above 40, this year it is reduced to 29. Most of the pupils are Uriya Hindus, who have no desire to learn Hindi, which they consider a useless acquisition; consequently the Uriya pathshalas in Khursowah are better attended, and charge a high fee, the half of which pupils grudge to pay at the Government Hindi school. Under such circumstances the abolition of the school has almost become a necessity, and I would recommend its transfer somewhere in the Kolhan, where it will gratefully be received. But if Government thinks otherwise, and wishes to keep it where it is at present, some arrangement must be made to teach Uriya along with Hindi, in order to make the institution a successful one.

*Chota Nagpur Division—Singbhum District.*

8. The Seraikela school\* has had to contend with the same difficulties that the Khursowah school is still contending with, but it broke down in the attempt.

9. The Jaganathpur model school has been placed in a wild and unhealthy part of the district where education is much wanted, but unfortunately not at all appreciated. Most of the inhabitants are poor agriculturists and labourers, who cannot afford always to spare their children from domestic work.

The school consequently is in a backward state, which is partly to be attributed to the negligence of the teachers too. Some change in its establishment has therefore become necessary, and will soon be proposed. The number of pupils on its roll is 51, of whom 27 are Hindus and 24 Kols.

10. The aided vernacular schools in the district are the three lower class vernacular schools at Chakurdharpur, Asantolia, and Delaikela in pargana Porahat. These schools are supported each at a cost of Rs. 12 per mensem, of which one-third is contributed by the ryots as cess on land at the rate of 8 annas per hal, one-third from the revenues of the Porahat estate, and the remaining one-third by Government. The number of pupils on the rolls of the Chakurdharpur school is 49, of whom 27 are Hindus, 9 Muhammadans, 12 Kols, and 1 Tamaria. Two candidates appeared at the last Vernacular Scholarship Examination from this school, but were unsuccessful. The progress made by the pupils however is considered satisfactory.

11. The Asantolia school contains 102 boys, of whom 36 are Hindus, 54 Kols, 5 Dhuruas or Gondas, 4 Santals, and 3 Tamaras. Most of the pupils of this school belong to the agricultural class, and among the Hindu pupils there are several from the guala caste. Colonel Dalton, in his last winter tour through the district, visited two of the Porahat schools, the schools at Chakurdharpur and Delaikela, and remarked that the gwalas, who were most forward in establishing these schools, now entirely keep themselves aloof from them, and wished that its cause should be explained. The gwalas of Porahat call themselves Mathurabasi gwalas, and trace their affinity to the Ahirs of Mathoora and Brindaban, who play so conspicuous a part in the legend of Krishna. Proud of their fancied rank and sacred connexion, they look down with contempt on the inferior Hindus and Kols, and consider themselves defiled by their touch. Hence their objection to send their children to the school where they will have to sit on the same seat with boys of inferior caste. But this is not all. Though claiming descent from the superior race of gwalas of the North-West, they left their ancestral lands so long ago, if ever they came from that part of the country, and have become so thoroughly naturalized in Singbhum that in their habits, manners, customs, and languages they have become entirely Uriya. They now wish for an

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\* Its transfer to Thui has been ordered.



*Reports of Inspectors of Schools.*

Uriya education, and show no inclination to learn Hindi. A guala school in Porahat, therefore, in order to be successful, must be a purely sectarian one, where the children of gwalas alone will attend, and nobody else, and where the teacher must be either a Brahmun or a Vaishnava, teaching from palm leaf manuscripts the Uriya translation of the Srimat Bhagbut describing the frolics of Krishna's early boyhood. But as this kind of education is worse than no education, I do not see any particular reason that we shall be so anxious for the education of the gwalas where they will not avail themselves of the schools we have placed before them, and are willing to fall behind the Kols and others who have now so readily come forward to take advantage of them. We have tried and have been trying every kind of persuasion to induce these gwalas to send their children to the school, in spite of which, if they are determined to neglect the education we offer them, I shall leave them alone to their bigotry, and devote all our energies to the improvement of those whom they consider their inferiors, to help them on by every means in our power in their path to progress, so as to fit them in every respect to become the superiors of their despisers.

12. The Dalaikela school is the most backward of the three Porahat schools. The number of pupils on its rolls is 67, of whom 35 are Hindus, 1 Muhammadan, 5 Tamarias, and 25 Gonds or Dhuruas. The gwalas and the Gonds muster strong in Dalaikela, and the master of the school says, that the latter are imitating the former in their caste prejudices.

13. I conclude my report on the Porahat schools by praying for an increase of grant to these schools. According to the rules of the grant-in-aid system, the grant given to a lower class vernacular school is generally equal in amount to that raised from local sources. In the Porahat schools the amount given is half of what is contributed by the people. As long as there was no necessity for any further increase of grant, we were perfectly satisfied with this arrangement. But now this necessity has arisen. The establishment of the Porahat schools consists of a pundit on Rs. 10, and contingencies Rs. 2. In the Asantolia school, with 102 boys, it is almost impossible for one man to manage the school efficiently, and that he has succeeded notwithstanding such inadequate teaching staff in showing good results, is solely to be ascribed to his untiring exertions. A guru or an assistant teacher on Rs. 4 per mensem has become absolutely necessary for this school, and I beg to request that you will be good enough to recommend to the Director of Public Instruction an increased grant of Rs. 4 per mensem at least for this school at Asantolia.

14. Six Government guru pathsalas were sanctioned last year for this district, of which five have been established, *viz.*, three in the Kolhan and two in Dhalbhum. Of the three pathsalas sanctioned for Kolhan, one has been placed in Ajoodhya Pir—a very fertile part of the district—and among a thriving and industrious Kol population. The other two have been placed in the wildest portions of the district, in the

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very outskirts of civilization, viz., one at Tonto in Rengra Pir, and the other at Ichagutu in Aula Pir. The gurus have been selected from the most successful students of the Government model school at Chaibassa, of whom two are Kols. The Dhalbhum pathshalas have been established, one at Kalikapur and the other at Meria. As all these schools have been very lately established, towards the latter end of March, it is useless to make any remarks on their working. The number of pupils studying in four of them is the following:—

Tonto	...	...	25 pupils.
Purunia	...	...	21 "
Ichagutu	...	...	15 "
Kalikapur	...	...	34 "

15. The indigenous village pathshalas in this district seem to be about 50 in number, but reliable information of 43 of them has been received, which is shown in the table herewith annexed. Twenty-one of these pathshalas are in Dhalbhum, 14 in Porahat and Kolhan, and 8 in Seraikela and Khursowah. The total number of students attending them is about 455, which gives an average of 10 pupils to each school. The subjects of instruction consist chiefly of reading, writing, and practical arithmetic. In most of the schools of Dhalbhum, the language taught is Bengali. Uriya is more prevalent in the schools of Seraikela, Khursowah, and Porahat. The schools in Kolhan teach Hindi. The books made use of in Bengali pathshalas, are Shisoboda and the Bengali translation in verse of the great Sanskrit epics, the Ramayan and the Mahavarut. In Uriya pathshalas the Uriya translation of the Sanskrit Bhagvat is more in use. The slokes of Chanayaka also are used for the teaching of moral precepts. The Hindi pathshalas use the Hindi publications of the Calcutta School Book Society. But the subjects on which particular attention is bestowed by the village teachers are, handwriting, deciphering of manuscript writing, mental arithmetic, simple mensuration, and zemindary and mahajani accounts. The classes that attend these schools are chiefly agriculturists. In Dhalbhum, out of 235 students only 72 belong to the class of petty dealers and artisans, but even in that case they partly depend on agriculture for their living. As a general rule, almost every villager in Bengal, whatever may be his profession, is more or less an agriculturist.

16. The mission schools in this district are 3 in number, of which 2 are at Chaibassa and 1 at Katbhari. Of the 2 schools in Chaibassa, 1 is under the Lutheran E. Mission, and the other under the Society for the Propagation of the Gospel. The school at Katbhari also belongs to this mission. The number of pupils in the Chaibassa school of the former mission is 70, of whom 46 are boys and 24 girls. The school at Chaibassa under the latter mission has 21 boys and 19 girls. Its Katbhari school contains 6 boys and 6 girls. The pupils in all these three mission schools are mostly Christian Kols. The language taught to them is Hindi, and the subjects of instruction comprise reading, writing, arithmetic, the Scriptures, Scripture history, and singing. The

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girls in addition are taught needle-work. Besides the schools under these 2 missions, there are 8 pathshalas in Dhalbhum, viz., at Mu-toorkham, Gamara, and Jaganathpur, under the supervision of the Baptist Mission, but they seem to be in a neglected state.

17. In conclusion I beg to observe that as schools are rapidly increasing in this district, some still better arrangement for their efficient supervision has become necessary. The Deputy Inspector of Schools for all this district is the Deputy Inspector of Schools for Manbhumi, where he has his head-quarters for the greater part of the year, and where schools are more numerous than in Singbhum. The interest this able and energetic officer takes in his Singbhum schools is as great as the interest he takes in his Manbhumi schools—perhaps greater; but still, with all his best wishes for them, he cannot visit them so often as he wishes to do. The rugged nature of the country, the long distances at which schools are separated from one another, the inconvenience of travelling through the jungles, where one has often to pass his nights under trees, and several other discomforts attending these perilous journeys with which you have become familiar in your late tour through the length and breadth of the district, all these circumstances combined render the work of a Deputy Inspector of Schools, in a region like this, a truly difficult one. But if schools are to go on increasing notwithstanding all these obstacles in the way of visiting them, some arrangement must be made for their active supervision, without which it is almost useless to establish them.

## Chota Nagpur Division—Singbhum District.

Description of Schools.	RECEIPTS										Total Cost.
	No. of Schools on 31st March 1872.	No. of Pupils on 31st March 1872.	Average Daily Attendance.	FROM LOCAL FUNDS.			Total.	Expenditure.	Number of Masters.	Cost to Government.	
				From Imperial Funds.	Fees and Fines.						
					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Higher Schools											
Middle Schools.											
Government ... { English ...	1	91	74	2,330 11 0	437 5 0	2,768 0 0	2,768 0 0	2,768 0 0	4	.....	.....
Government ... { Vernacular ...	4	280	200	1,351 11 6	113 13 0	1,465 8 6	1,465 8 6	1,465 8 6	9	.....	.....
Total ...	5	371	274	3,682 6 6	551 2 0	4,233 8 6	4,233 8 6	4,233 8 6	13	13 7 0	15 7 3
Aided Native English ...	1	47	38	383 7 0	.....	579 9 0	579 9 0	579 9 0	3	10 1 0	25 5 0
Total ...	6	418	312	4,064 13 6	551 2 0	579 9 0	5,195 8 6	5,195 8 6	16	13 0 5	16 10 5
Unaided ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Primary Schools.											
Government ...	3	216	108	139 14 0	.....	379 13 0	419 11 0	421 6 0	3	1 4 8	3 14 8
Aided Native ...	5	103	58	.....	.....	.....	.....	.....	5	.....	.....
Pathshalas ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total ...	8	323	166	139 14 0	.....	379 13 0	419 11 0	421 6 0	8	.....	.....
Unaided Indigenous ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pathshalas ...	2	281	.....	.....	.....	.....	.....	.....	20	.....	.....
Normal Schools											
Girls' Schools											
Total of Government and Aided Schools ...	14	741	479	4,394 11 6	551 2 0	859 6 0	5,615 3 6	5,615 14 3	24	8 12 8	11 12 0
Total of Unaided Schools ...	2	281	.....	.....	.....	.....	.....	.....	20	.....	.....
Grand Total ...	34	1,022	.....	.....	.....	.....	.....	.....	44	.....	.....

\* Grants not drawn, but opened in March 1872.

*Reports of Inspectors of Schools.**Return of Social Position for the District of Singbhum.*

CLASS OF SOCIETY.	Total.	Higher Class and Middle Class English Schools.	Middle Class Vernacular Schools.	Primary Schools.	Girls' Schools.
<i>Higher Class of Society.</i>					
Land ... ..	2	2	.....	.....	.....
<i>Middle Class of Society.</i>					
Government Service ... ..	27	26	1	.....	.....
Estates ... ..	34	15	11	8	.....
Profession ... ..	10	10	.....	.....	.....
Trade ... ..	14	7	1	6	.....
Total of Middle Class ... ..	85	58	13	14	.....
<i>Lower Class of Society.</i>					
Government Service ... ..	57	7	40	10	.....
Other ditto ... ..	19	12	6	1	.....
Cultivation ... ..	447	24	185	238	.....
Trade ... ..	60	27	15	18	.....
Handicraft ... ..	48	4	21	23	.....
Skilled labor ... ..	8	3	.....	5	.....
Common do. ... ..	14	1	.....	13	.....
Miscellaneous ... ..	1	.....	.....	1	.....
Total of Lower Class ... ..	654	78	267	309	.....
Total No. of Pupils ... ..	741	138	280	323	.....
Total No. of Schools ... ..	14	2	4	8	.....

*Chota Nagpur Division—Singbhum District.*

*The Creed of the Pupils and Teachers in Government and Aided Schools in Singbhum.*

Description of Schools.	No of Schools.	HINDUS.		MUSSALMANS.		CHRISTIANS.		KOLS.		TOTAL.	
		Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.
Higher Schools.											
Government ...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	...	...	...	...	...	...	...	...	...	...	...
Unaided ...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools.											
Government ... { English ...	1	60	3	8	...	23	1	...	...	91	4
... { Vernacular ...	4	83	4	13	...	...	...	185	5	280	9
Aided ... { English ...	1	46	3	...	...	...	...	...	...	47	3
... { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...
Total ...	6	189	10	21	...	23	1	185	5	418	16
Unaided ... { English ...	...	...	...	...	...	...	...	...	...	...	...
... { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools.											
Aided ...	...	...	...	...	...	...	...	...	...	...	...
Pathshalas ...	8	139	5	28	...	...	...	156	3	323	...
Unaided ...	...	...	...	...	...	...	...	...	...	...	...
Girls' Schools.											
Aided ...	...	...	...	...	...	...	...	...	...	...	...
Unaided ...	...	...	...	...	...	...	...	...	...	...	...
Grand Total ...	14	329	15	49	...	23	1	341	9	741	24

The list of the benefactors to the cause of education in the district of Singbhum is as follows:—

Colonel E. T. Dalton, C.S.I., Commissioner of Chota Nagpur.

Dr. W. H. Hayes, Deputy Commissioner.

Dr. J. J. Manook, Assistant Commissioner.

Babu Sarada Prasad Gangadhaya, head-master of the Government school, Chaibassa.

## Reports of Inspectors of Schools.

## MANBHUM DISTRICT.

The following tables of creed of pupils and teachers and of expenditure show the state of instruction in Manbhum:—

## Return of Schools in Manbhum.

Description of Schools.	RECEIPTS										Number of Masters.	Cost to Government.	Total Cost.
	No. of Schools on 31st March 1873.	No. of Pupils on the 31st March 1873.	Average Daily Attendance.	From Imperial Funds.		From Local Funds.		Total.		Expenditure.			
				Ra. A. P.	Rs. A. P.	Ra. A. P.	Rs. A. P.	Ra. A. P.	Rs. A. P.				
<i>Higher Schools.</i>													
Government ..	1	72	61	2,633 0 0	1,034 0 0	.....	.....	3,667 0 0	3,667 0 0	.....	4	Ra. A. P. 43 2 7	Ra. A. P. 60 1 10
Aided Native ..	1	46	40	456 0 0	214 4 0	685 12 0	.....	1,356 0 0	1,307 2 9	.....	4	11 6 4	33 10 10
Total ..	2	118	101	3,089 0 0	1,248 4 0	685 12 0	.....	5,023 0 0	4,74 2 9	.....	8	30 9 5	40 3 4
<i>Middle Schools.</i>													
Government Vernacular ..	3	183	104	839 1 6	168 1 6	.....	.....	997 3 0	997 3 0	.....	6	8 1 1	9 9 5
Aided .. { Native English	10	385	313	2,256 9 9	1,627 11 6	1,904 7 9	5,768 16 0	5,721 2 6	5,721 2 6	.....	27	7 3 4	18 4 3
{ Vernacular ..	4	173	134	694 0 0	397 12 6	544 12 0	1,612 2 3	1,612 2 3	1,612 2 3	.....	9	5 1 8	13 0 6
Total ..	14	558	447	2,940 9 9	2,025 8 0	2,449 3 9	7,415 6 6	7,333 4 9	7,333 4 9	.....	36	6 9 3	16 4 3
<i>Total of Middle Schools.</i>													
Unaided ..	17	691	551	3,779 11 3	2,183 9 6	2,449 3 9	8,413 8 6	8,330 7 9	8,330 7 9	.....	43	6 13 9	15 1 11
<i>Primary Schools.</i>													
Government ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Aided Schools ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pathshala ..	11	316	251	288 2 9	307 0 0	.....	595 5 9	595 5 9	595 5 9	.....	11	1 2 2	2 5 6
Total ..	11	316	251	288 2 9	307 0 0	.....	595 5 9	595 5 9	595 5 9	.....	11	.....	.....
Unaided Indigenous Pathshala ..	72	1,238	.....	.....	.....	.....	.....	.....	.....	.....	72	.....	.....
<i>Normal Schools</i>													
<i>Girls' Schools.</i>													
Government ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Aided Native Vernacular ..	1	31	16	126 0 0	.....	850 14 3	1,078 14 3	1,061 0 7	1,061 0 7	.....	3	8 0 0	65 1 0
Unaided ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total of Government and Aided Schools ..	21	1,166	922	7,285 1 0	3,738 13 6	4,085 14 0	16,109 13 6	14,951 0 10	14,951 0 10	.....	43	7 14 5	16 3 5
Total of Unaided Schools ..	72	1,238	.....	.....	.....	.....	.....	.....	.....	.....	72	.....	.....
Grand Total ..	103	2,394	.....	.....	.....	.....	.....	.....	.....	.....	135	.....	.....

8 Returns not known.

\* Returns not known.

## Chota Nagpur Division—Manbhum District.

## Return of Social Position for the District of Manbhum.

CLASS OF SOCIETY.	Total.	Higher Class and Middle Class English Schools.	Middle Class Vernacular Schools.	Primary Schools.	Girls' Schools.
<i>Higher Class of Society.</i>					
Titles ... ..	10	10	.....	.....	.....
Land ... ..	2	.....	.....	2	.....
Total of Higher Class ...	12	10	.....	2	.....
<i>Middle Class of Society.</i>					
Government Service ...	105	67	27	4	7
Estates ... ..	219	88	74	57	.....
Professions ... ..	174	114	23	25	12
Trade ... ..	61	35	13	11	2
Total of Middle Class ...	559	304	137	97	21
<i>Lower Class of Society.</i>					
Government Service ...	31	12	14	1	4
Other do. ... ..	8	3	3	.....	2
Cultivation ... ..	421	149	120	152	.....
Trade ... ..	80	17	10	51	2
Handicraft ... ..	18	6	11	.....	2
Skilled labor ... ..	2	2	.....	.....	.....
Common do. ... ..	8	.....	.....	8	.....
Miscellaneous ... ..	17	1	11	5	.....
Total of Lower Class ...	585	189	169	217	10
Total No. of Pupils ...	1,156	503	306	316	31
Total No. of Schools ...	31	12	7	11	1



*Report of Inspectors of Schools.**The Creed of the Pupils and Teachers in Government and Aided Schools in Manbhūm.*

DESCRIPTION OF SCHOOLS.				No of Schools.	HINDUS.		MUSALMANS.		CHRISTIANS.		TOTAL.	
					Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.	Pupils.	Teachers.
<i>Higher Schools.</i>												
Government	...	...	...	1	67	4	5	...	...	...	72	4
Aided	...	...	...	1	46	4	...	...	...	...	46	4
Total				2	113	8	5	...	...	...	118	8
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
<i>Middle Schools.</i>												
Government	...	{ English	...	...	...	...	...	...	...	...	...	...
	...	{ Vernacular	...	3	130	6	1	...	2	...	133	6
Aided	...	{ English	...	10	374	27	8	...	3	...	385	27
	...	{ Vernacular	...	4	168	9	5	...	...	...	173	9
Total				17	672	43	14	...	5	...	691	43
Unaided	...	{ English	...	...	...	...	...	...	...	...	...	...
	...	{ Vernacular	...	...	...	...	...	...	...	...	...	...
<i>Primary Schools.</i>												
Government	...	...	...	...	...	...	...	...	...	...	...	...
Aided	...	...	...	...	...	...	...	...	...	...	...	...
Pathshalas	...	...	...	11	305	11	9	...	2	...	316	11
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
<i>Girls' Schools.</i>												
Aided	...	...	...	1	31	1	...	...	...	1	31	1
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total				31	1,121	62	23	...	7	1	1,166	63

The Government school at Pyruliya did not send any students to the Entrance Examination this last year. Manbhūm in the matter of schools being far ahead of the other three districts of Chota Nagpur, the matter is to be regretted. I am sorry to give it as my opinion that this would not have been the case if the head-master had enjoyed better health, and if the school had more teachers. When the head-master takes the pension to which by length of service he is now entitled, I shall recommend that his salary of Rs. 150 be given in three parts—Rs. 100 to his successor as head-master, and Rs. 30 and Rs. 20 to two additional masters. The only higher class aided school in the division is that at Pandra, which is supported by the liberality of the Rani Hingan Kumari. The progress of education in the last five years is very encouraging; in 1867 there was but one higher school with three middle English schools, now there are two higher schools and 10 middle English schools. In 1867 there were two vernacular middle schools and no primary

*Assam Division—Goalpara District.*

schools, except indigenous pathsalas, now there are seven middle vernacular schools and eleven primary schools (5-rupee pathsalas). There is also the female school at Puruliya, besides the boarding schools supported by the Berlin Mission. The number under instruction has in five years increased ninefold. Of the 1,156 pupils on the list, 1,121 are Hindus and 28 Mussalmans, or not three in a hundred are Mussalmans. I regret that I have not the statistics of population to tell what ought to be the proportion, but three to every hundred is utterly inadequate. The list of the benefactors to the cause of education in Manbhum is as follows:—

Colonel E. T. Dalton, C.S.I., Commissioner of Chota Nagpur.

Colonel E. A. Rowlett, Deputy Commissioner.

Captain C. H. Garbett, Assistant ditto.

F. Wilson, Esq., District Superintendent of Police.

Rani Hingan Kumari, Zemindar of Pandra.

Raja Mukunda Narayan Deb, Zemindar of Manbhum.

Babu Ras Bihari Lal Singh, Zemindar of Jhoria

„ Bemola Nanda Mukerji, Deputy Magistrate.

„ Nabin Chandra Pal, Munsif of Puruliya.

„ Krishna Prasad Chowdhri, Munsif of Manbazar.

## ASSAM DIVISION—GOALPARA DISTRICT.

*From the Report of O. A. Martin, Esq., LL.B., Officiating Inspector of Schools.*

*Goalpara Zilla School.*

NUMBER OF PUPILS.		FEES AND FINES.	
1870-71.	1871-72.	1870-71.	1871-72.
		Rs. A. P.	Rs. A. P.
90	68	857 3 0	753 4 6

Of the 68 pupils 14 are Mussalmans, the rest being Hindus.

This school sent up no candidate to the Entrance Examination.

It is reported that the school is far from progressing.\* The Secretary writes:—"There has been a steady decrease of 43 per cent. in the number of students, and a decrease also in the income from fees and fines during the three years following the last increase of the rate of schooling fees in 1869. As the receipts have gone on decreasing, strain has been put in the inverse ratio upon the local fund, leading to the very unsatisfactory result, that the larger the rate of fees the

*Reports of Inspectors of Schools.*

less the income, and the more the undermining of the local fund. If this state of things continue, we may look forward to the time when we shall have no local fund to fall back upon."

The Secretary however is not satisfied that the falling off is due solely to the enhanced rate of schooling fees; he is inclined to think that much is due to the inefficiency of the teachers. He believes that if the teachers could teach boys so as to make them pass the Entrance Examination, the people would see the advantage of keeping their boys on in the higher classes, and thus the number on the rolls would not yearly decrease. He also states that another reason for the falling off is the close proximity of the Hitabidyuni vernacular school to the zilla school, more especially as the former is a very good school of its class.

*Deputy Inspectors of Schools employed in the Districts of the Assam Division during 1871-72.*

Date of Appointment.	NAMES.	Station to which attached.	Salary per mensem.	No. of Schools under inspection.	No. of visits to Schools during the year.	REMARKS.
17th March 1868 ...	Babu Sesi Bhoshun Dutt ... ..	Lower Assam ...	Rs. A. P. 150 0 0	83	150	
25th August 1868 ...	Babu Hari Mohan Lahoory ... ..	Central Assam...	100 0 0	42	208	
13th September 1868 ...	Babu Ratna Dheer Dutt ... ..	Upper Assam ...	16 0 0	28	115	

## Assam Division—Goalpara District.

## Return of Schools in the District of Goalpara—(Lower Assam.)

Class of Schools.	No. of Schools.	No. of Masters.	Amount of Fees and Fines realized.	Amount of Government Grant.	Amount of Local Subscriptions and Endowments.	Total Cost.	No. of Scholars in March 1912.	Average Daily Attendance.	REMARKS.
Higher Schools									
Government ...	1	6	Rs. A. P. 753 4 6	Rs. A. P. 2,916 0 0	Rs. A. P. 732 13 0	Rs. A. P. 4,302 1 6	68	60	* Rs. 250 received on account of petty repairs of the school-house.
Aided ...	...	...	...	...	...	...	...	...	
Unaided ...	...	...	...	...	...	...	...	...	
Total ...	1	6	753 4 6	2,916 0 0	732 13 0	4,302 1 6	68	60	
Middle Schools									
Government ...	14	24	718 2 6	2,36 0 0	3,300 14 3	6,785 0 9	643	322	
Aided ...	1	2	57 7 9	...	1,277 4 8	1,334 12 5	40	40	
Unaided ...	...	...	...	...	...	...	...	...	
Total ...	15	26	775 10 3	2,36 0 0	4,578 2 11	8,069 13 2	585	363	
Primary Schools									
Government ...	...	...	...	...	...	...	...	...	† Includes the cost of the aided normal school.
Aided ...	12	12	...	1,224 0 0	953 0 0	2,187 0 0	214	No return.	
Unaided ...	...	...	...	...	...	...	...	...	
Total ...	12	12	...	1,224 0 0	953 0 0	2,187 0 0	214	Ditto.	
Normal Schools									
Government ...	1	1	...	...	...	...	...	...	‡ Included with the cost of the 13 pathshalas above.
Aided ...	...	...	...	...	...	...	...	...	
Unaided ...	...	...	...	...	...	...	...	...	
Total ...	1	1	...	...	...	...	...	Ditto.	
Girls' Schools									
Government ...	2	2	...	141 0 0	48 5 0	192 5 0	...	22	
Aided ...	...	...	...	...	...	...	...	...	
Unaided ...	...	...	...	...	...	...	...	...	
Total ...	2	2	...	141 0 0	48 5 0	192 5 0	...	22	
Total									
Government ...	1	6	753 4 6	2,916 0 0	732 13 0	4,302 1 6	68	60	
Aided ...	29	39	718 2 6	4,104 0 0	4,397 3 3	9,129 5 9	512	314	
Unaided ...	1	2	57 7 9	...	1,277 4 8	1,334 12 5	40	40	
Total ...	31	47	1,528 14 9	6,920 0 0	6,317 4 11	14,766 3 5	920	446	§ Here there are omitted an attendance of probably about 200 Gurus.

*Reports of Inspectors of Schools.***KAMRUP DISTRICT.**

**GOVERNMENT HIGHER CLASS ENGLISH SCHOOLS.**—*Gowhatti High School.*—The Secretary regrets to record this year the falling off of the school. Not only did it fail to pass a good number of students in the University Examinations, but a considerable decrease has taken place in the number of students. "There is, however," writes the Secretary, "one redeeming feature, viz., it has not lost the estimation of the people. Since the re-opening of the school after last Christmas vacation, there have been no less than forty-six admissions."

There are only six students in the college department—three in the first, and the same number in the second year class. The Secretary is of opinion that the small number of lads in this department is owing to the poverty of the students which forces them to take employment at once after matriculation. This has been the case with many who passed the Entrance Examination in the last two years.

The comparative strength of the college classes during five years is shown below, with the income from fees and fines during the last two :—

	1867-68.	1868-69.	1869-70.	1870-71.	1871-72.
Number of Pupils ...	2	8	15	17	6
Fees and Fines ...	.....			Rs. A. P. 925 0 0	Rs. A. P. 416 5 0

In the last First Arts Examination, out of ten candidates three passed, two getting third grade senior scholarships of Rs. 20 a month. The Secretary ascribes the poor show made at the Entrance Examination to the fact that most of the candidates were failed candidates of the previous year, so that a better result was not expected.

In the school department the following table shows the number of students, and the income from fees and fines, during the last two years :—

NUMBER OF PUPILS.		FEES AND FINES.	
1870-71.	1871-72.	1870-71.	1871-72.
222	208	Rs. A. P. 2,723 5 0	Rs. A. P. 2,905 9 0

The falling off in the number of pupils is ascribed to the strictness with which rules against defaulters were enforced, in consequence of which many boys left the school.

*Assam Division—Kamrup District.*

At present the Law Department shows but seven on the rolls, one of whom is studying for the B.L. degree. At the end of last year certificates of qualification were granted to eleven students, who left after completing their course of studies for the Pleadership Examination.

The masters and pandits are all reported of favourably, and the fifth master, Babu Ram Chandra Bhumik, is specially noticed for his zeal and energy in the cause of education.

The school building is spoken of as incommodious and utterly unsuited for the purpose for which it was erected. It appears that there is not a separate room for each class.

The library now contains 1,274 volumes, and is fairly resorted to by students and masters, and also by the gentlemen of the station.

*Gowhatti Training School.*—This institution is well reported of by the Deputy Inspector. He however remarks:—"Owing to the limited number of grants for pathshalas assigned to Lower Assam, I shall, I regret to say, fail to demand from the certificated gurus the fulfilment of their promise to serve as village teachers on receipt of Rs. 5 or 6 per mensem each from the public treasury." He complains of the insufficient accommodation of the school, it having to be held "in a corner of the English school-house."

**HIGHER CLASS ENGLISH SCHOOLS UNDER NATIVE MANAGERS.**—The three schools mentioned in last year's report, viz., Barpeta in Assam, Olipur\* in Rangpur, and Serajganj\* at the sub-division of that name, are still in existence, and there were no others of this class on 31st March 1872.

Of this school I have no information further than that supplied by the statistical returns, which show that the number on the rolls on the 31st March was 118, out two of whom were Mussalmans, and the rest (116) Hindus.

Barpeta school.

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\* These two schools are entered in their respective districts.

## Reports of Inspectors of Schools.

## Return of Schools in the District of Kamrup—(Lower Assam.)

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Amount of Fees and Fines realized.	Amount of Government Grant.	Local Subscriptions and Endowments.	Total Cost.	No. of Scholars on 31st March 1878.	Average Daily Attendance.	REMARKS.
Higher Schools...	1	12	Rs. A. P. 4,111 14 0	Rs. A. P. 10,764 0 11	Rs. A. P. 821 12 0	Rs. A. P. 14,875 14 11	221	189	
{ Aided	1	7	578 4 0	1,200 0 0	.....	3,600 0 0	118	84	
{ Unaided	.....	.....	.....	.....	.....	.....	.....	.....	
Total	2	19	5,690 2 0	11,964 0 11	821 12 0	18,475 14 11	339	283	
Middle Schools...	6	15	1,237 0 6	2,607 3 6	.....	3,894 7 0	332	256	
{ Aided	6	10	517 7 6	1,019 8 3	742 2 0	2,279 1 9	205	129	
{ Unaided	.....	.....	.....	.....	.....	.....	.....	.....	
Total	12	25	1,804 8 0	3,628 14 9	742 2 0	6,173 8 9	537	385	
Primary Schools...	45	45	874 1 6	2,808 0 0	.....	3,682 1 6	1,182	912	
{ Government Aided	.....	.....	.....	.....	.....	.....	.....	.....	
{ Pathshalas	.....	.....	.....	.....	.....	.....	.....	.....	
{ Unaided	.....	.....	.....	.....	.....	.....	.....	.....	
Total	45	45	874 1 6	2,808 0 0	.....	3,682 1 6	1,182	912	
Normal Schools...	1	1	47 2 4	1,394 6 10	.....	1,441 9 2	20	20	
{ Government Aided	.....	.....	.....	.....	.....	.....	.....	.....	
{ Unaided	.....	.....	.....	.....	.....	.....	.....	.....	
Total	1	1	47 2 4	1,394 6 10	.....	1,441 9 2	20	20	
Girls' Schools...	4	5*	.....	372 0 0	218 0 0	590 0 0	59	41	* One school is taught by two teachers from Govt. hati Government vernacular school.
{ Government Aided	.....	.....	.....	.....	.....	.....	.....	.....	
{ Unaided	.....	.....	.....	.....	.....	.....	.....	.....	
Total	4	5	.....	372 0 0	218 0 0	590 0 0	59	41	
Total	86	286	8,415 13 10	20,165 6 6	1,781 14 0	30,363 2 4	2,137	1,641	
{ Government Aided	8	28	5,446 0 10	14,765 14 3	.....	20,211 15 1	573	475	
{ Unaided	56	67*	2,969 13 0	5,399 8 3	1,781 14 0	10,151 3 3	1,564	1,166	
Grand Total	64	93	8,415 13 10	20,165 6 6	1,781 14 0	30,363 2 4	2,137	1,641	

## DURRUNG DISTRICT.

*Tezpur Zilla School.*

NUMBER OF PUPILS.		FEES AND FINES.					
1870-71.	1871-72.	1870-71.			1871-72.		
		Rs.	A.	P.	Rs.	A.	P.
59	45	512	10	8	493	0	1

Of the 45 pupils, 38 are Hindus, 3 Mussalmans, and 4 of other denominations.

There has been a falling off in the number of pupils; this the Secretary accounts for (1) from the want of a permanent third master and the absence of the second master for more than four months; (2) from the injurious effect of the long winter vacation. He says:—"The parents and guardians of boys do not like to see the school at any time closed for a long period; they urge that their boys contract an aversion to study, which, in many cases, especially with the Assamese boys, cannot be overcome." The Local Committee, however, confidently expect that the number on the rolls will shortly increase.

The absence of the masters referred to above, is a sufficient reason for the failure of the school at the Entrance Examination.

The Secretary speaks highly of the head-master, also of the Sanskrit Pundit.

The Revd. S. Endles reports thus on the Cachari mission schools in Durrung:—

"A sum of Rs. 150 is placed at my disposal each month for educational purposes among the Cacharis and other non-Aryan tribes. More than two-thirds of this sum is spent in paying the salaries of some 15 or 20 village school teachers, whilst the remainder is devoted to the support of a normal school under my own care.

"The normal school is composed of some 10 or 12 boys selected from the village schools, who, during their residence in the station, draw stipends of Rs. 4 per mensem. These are at first placed on probation for two or three months, after which period those who give no promise of becoming efficient teachers, are dismissed to their homes. Some of the boys read elementary English with me every morning from 8 to 10 o'clock. These boys are also taught the more useful elements of medical knowledge, e.g., the use of quinine in the ague-fever so common in this province—the best mode of dealing with cuts, snake-bites, and other emergencies.

"The village schools, some 15 to 18 in number, are chiefly on the northern frontier adjoining Bhutan. The education given is of a very simple character. Reading, writing from dictation, arithmetic (the four fundamental rules), simple book-keeping, &c., are the subjects to which most attention is given. To all the pupils elementary instruction is given in Assamese, but Bengali books are also freely used among



*Reports of Inspectors of Schools.*

the most advanced pupils; though from the great antagonism between the Assamese and Bengalis, I feel certain that the latter language will never become the vernacular of the province.

"Assam is almost purely and simply an agricultural country, and the pupils are, with scarcely any exceptions, sons of ryots and small cultivators.

"In every case the pupils are required to purchase their own school materials, and repair their own school-houses; and in this way some progress is made in the direction of self-support.

## Assam Division—Durrung District.

## Return of Schools in the District of Durrung—(Central Assam.)

CLASS OF SCHOOLS.		No. of Schools.	No. of Masters.	Amount of Fees and Fines realized.		Amount of Government Grant.		Local Subscrip- tions and En- dowments.		Total Cost.		No. of Scholars on 31st March 1879.	Average Daily At- tendance.	REMARKS.
Higher Schools...	{ Government Aided	1	4	Rs. A. P. 483 0 1	2,378 14 11	Rs. A. P. 2,378 14 11	Rs. A. P.	Rs. A. P.	Rs. A. P. 2,871 15 0	45	37			
	{ Unaided	...	...	...	...	...	...	...	...	...	...			
	Total	2	4	483 0 1	2,378 14 11	2,378 14 11	...	...	2,871 15 0	45	37			
Middle Schools...	{ Government Aided	2	3	144 14 0	574 2 10	574 2 10	708 2 9	719 0 10	84	65				
	{ Unaided	3	5	300 5 9	738 0 0	738 0 0	...	1,746 8 6	91	75				
	Total	5	8	445 3 9	1,312 2 10	1,312 2 10	708 2 9	2,465 9 4	196	140				
Primary Schools	{ Government Aided	...	...	...	...	...	...	...	...	...	...			
	{ Pathshalas	21	21	90 1 0	2,000 0 0	2,000 0 0	...	2,180 1 0	413	315				
	{ Unaided	...	...	...	...	...	...	...	...	...	...			
Normal Schools...	{ Government Aided	2	21	90 1 0	2,000 0 0	2,000 0 0	...	2,180 1 0	413	315				
	{ Unaided	1	1	...	...	...	...	...	...	30*	24			Included in the cost of pathshalas.
	Total	1	1	...	...	...	...	...	...	30*	24			
Girls' Schools	{ Government Aided	3	3	...	182 0 0	182 0 0	5 0 0	187 0 0	37	26				
	{ Unaided	...	...	...	...	...	...	...	...	...	...			
	Total	3	3	...	182 0 0	182 0 0	5 0 0	187 0 0	37	26				Monthly average.
Total	{ Government Aided	3	7	637 14 1	2,953 1 9	2,953 1 9	713 2 9	3,590 15 10	129	102				
	{ Unaided	28	30	380 6 9	3,010 0 0	3,010 0 0	...	4,113 9 6	601	440				
	Grand Total	31	37	1,028 4 10	5,963 1 9	5,963 1 9	713 2 9	7,704 9 4	730	542				

\* Included in the  
cost of pathshalas.

† Monthly average.

*Reports of Inspectors of Schools.*

## NOWGONG DISTRICT.

*Nowgong Zilla School.*

NUMBER OF PUPILS.		FEES AND FINES.	
1870-71.	1871-72.	1870-71.	1871-72.
91	95	Rs. A. P. 1,231 14 0	Rs. A. P. 1,132 12 0

Of the 95 pupils, 82 are Hindus, 10 Mussalmans, and 3 belong to other denominations.

The candidate who appeared at the Entrance Examination, and failed, got passing marks in English and Sanskrit.

*Nowgong Training School.*—This school had, at the close of the official year, 14 gurus on the rolls. There is a model class, attached to the normal class, containing 19 pupils. The Deputy Inspector remarks:—“The object of opening originally the three normal classes at Gowhatti, Nowgong, and Sibsagar was to obtain a yearly supply of trained gurus for pathshalas. The object of the normal classes now ought to be to train teachers both for pathshalas and for middle class vernacular schools. To effect this the stipend of the normal class should be made tenable for at least two years.” Again, “the normal class at the close of the year sent out 12 gurus. Of these, two only will join the pathshalas, for which they were trained. I have now no means in my hands to provide for the rest.” The Deputy Inspector speaks very favourably of the head-master.

*Schools under Missionary bodies.*—From the mission reports of these schools I make the following extracts:—

The Revd. R. E. Neighbor writes:—

“The number of these schools in Nowgong has increased from eight to eleven, number of pupils has increased from 193 to 265 now in the rolls. The number of students on the rolls of the hill tribe normal school is 50, of whom 24 are now being trained for pundits. Of the good conduct and studious disposition of these boys, I am happy in being able to speak in terms of approval.

Mrs. A. K. Scott who, since the death of her husband, the Revd. E. P. Scott, has had the oversight of this work, and to whose care and zeal the improvement of the schools has been so largely due, resigned in November last this important and laborious charge, since when it has devolved on me.”

## Assam Division—Nongong District.

## Return of Schools in the District of Nongong—(Central Assam.)

Class of Schools.	No. of Schools.	No. of Masters.	Amount of Free and Fine realized.	Amount of Government Grant.	Local Subscriptions and Endowments.	Total Cost.	No. of Scholars on 31st March 1922.	Average Daily Attendance.	REMARKS.
(Government Aided Schools.)	1	5	Rs. A. P. 1,132 12 0	Rs. A. P. 2,532 9 9	Rs. A. P. .....	Rs. A. P. 3,665 5 9	95	68	
(Unaided)	.....	.....	.....	.....	.....	.....	.....	.....	
Total	1	5	1,132 12 0	2,532 9 9	.....	3,665 5 9	95	68	
(Government Aided Schools.)	10	16	Rs. A. P. 575 8 9	Rs. A. P. 1,401 0 0	Rs. A. P. 869 6 3	Rs. A. P. 2,845 15 0	193	127	
(Unaided)	1	1	60 8 0	.....	.....	60 8 0	304	227	
Total	12	22	1,175 0 0	1,762 0 9	869 6 3	3,506 7 0	546	362	
(Government Aided Schools.)	23	23	Rs. A. P. 320 9 04	Rs. A. P. 1,535 10 0	Rs. A. P. 73 0 0	Rs. A. P. 1,939 3 0	692	454	
(Unaided)	.....	.....	.....	.....	.....	.....	.....	.....	
Total	23	23	320 9 04	1,535 10 0	73 0 0	1,939 3 0	692	454	
(Government Aided Schools.)	1	1	Rs. A. P. 1,032 11 3	Rs. A. P. 63 0 0	Rs. A. P. 1,366 7 6	Rs. A. P. 1,095 11 3	14	11	
(Unaided)	.....	.....	.....	.....	.....	.....	.....	.....	
Total	2	2	1,032 11 3	1,366 7 6	.....	2,398 8 9	64	53	
(Government Aided Schools.)	1	1	.....	Rs. A. P. 60 0 0	.....	Rs. A. P. 60 0 0	16	15	
(Unaided)	.....	.....	.....	.....	.....	.....	.....	.....	
Total	1	1	.....	60 0 0	.....	60 0 0	16	15	
(Government Aided Schools.)	3	13	Rs. A. P. 1,032 11 3	Rs. A. P. 2,000 5 9	Rs. A. P. 2,328 13 9	Rs. A. P. 5,378 1 0	32	26	
(Unaided)	1	1	.....	Rs. A. P. 63 0 0	.....	Rs. A. P. 6,841 9 6	1,082	735	
Total	4	14	1,032 11 3	2,063 5 9	2,328 13 9	12,470 2 6	1,473	933	
Grand Total	39	53	2,207 13 0	7,562 7 9	2,328 13 9	12,470 2 6	1,473	933	

*Reports of Inspectors of Schools.*

## SIBSAGAR DISTRICT.

*Sibsagar Zilla School.*

NUMBER OF PUPILS.		FEES AND FINES.	
1870-71.	1871-72.	1870-71.	1871-72.
		Rs. A. P.	Rs. A. P.
129	134	1,249 7 0	1,333 13 0

120 are Hindus, 12 Mussalmans, and 2 of other denominations.

The school-house was burnt on February 1st, 1872, and the school is now held in the sadar vernacular school building in the early morning.

At the Entrance Examination the subjects in which the two candidates failed were Sanskrit, history, and geography; while they passed in English and mathematics—the two difficult subjects. The Secretary believes both would have passed, but that one lost his father a few days before, while the other was ill of fever during the examination.

Captain Maitland, the Secretary, writes that the head-master deserves every praise.

*Sibsagar Training School.*—The Deputy Inspector reports that the number on the rolls on 31st March was 13. He thinks the class has made fair progress, but he is doubtful if it should any longer be continued. "The primary object of the class is to train gurus for pathshalas. I have teachers for all pathshalas, and the pupil-teachers who have just gone out of the normal class, came to me for employment, which I cannot promise. Thus, year after year, I shall have gurus without pathshalas, as no new pathshalas can be opened. I consider it useless to keep a normal class at a monthly cost to Government of Rs. 109, when Government does not want any more pathshalas.\*"

\* Pathshalas have since been sanctioned.

## Assam Division—Sibsagar District.

## Return of Schools in the District of Sibsagar—(Upper Assam.)

Class of Schools.	N. of Schools.	No. of Masters.	Amount of Fees and Fines realised.	Amount of Government Grant.	Local Subscriptions and Endowments.	Total Cost.	No. of Scholars on 31st March 1872.	Average Daily Attendance.	REMARKS.
Higher Schools ... { Government Aided ... Unaided ...	1	5	Rs. A. P. 1,333 13 0	Rs. A. P. 2,299 4 0	.....	Rs. A. P. 3,633 0 0	134	83	
Total	1	5	1,333 13 0	2,299 4 0	.....	3,633 0 0	134	83	
Middle Schools ... { Government Aided ... Unaided ...	3	8	1,08 0 0	803 0 0	.....	1,891 0 0	489	215	
Total	3	8	1,08 0 0	803 0 0	.....	1,891 0 0	489	215	
Primary Schools ... { Government Aided ... Pathshalas ... Unaided ...	20	20	160 11 0	1,272 0 0	.....	1,432 11 0	454	302	
Total	20	20	160 11 0	1,272 0 0	.....	1,432 11 0	454	302	
Normal Schools ... { Government Aided ... Unaided ...	1	1	.....	1,397 9 1	.....	1,397 9 1	13	10	
Total	1	1	.....	1,397 9 1	.....	1,397 9 1	13	10	
Girls' Schools ... { Government Aided ... Unaided ...	2	3	.....	192 0 0	.....	192 0 0	23	24	
Total	2	3	.....	192 0 0	.....	192 0 0	23	24	
Total ... { Government Aided ... Unaided ...	4	14	2,521 12 0	4,491 13 1	.....	6,931 9 1	416	319	
Total	23	23	160 11 0	1,464 0 0	.....	1,624 11 0	506	336	
Total	4	No return at least	285 9 0	.....	.....	285 9 0	69	47	
Grand Total	27	37	2,948 0 0	5,873 13 1	.....	8,821 13 1	901	691	

*Reports of Inspectors of Schools.*

## LUCKIMPUR DISTRICT.

*Dibrugar Zilla School.*

NUMBER OF PUPILS.		FEES AND FINES.	
1870-71.	1871-72.	1870-71.	1871-72.
		Rs. A. P.	Rs. A. P.
92	77	1,811 7 6	1,604 9 6

Of the 77 pupils, 68 are Hindus and 9 Mussalmans.

The decrease in the number of pupils is said to have been caused chiefly by the absence of the 42nd Regiment A.L.I. on service, and the consequent withdrawal of several sepoy and sepoy's children.

The success of this school at the Entrance Examination reflects great credit upon its head-master. The subordinate teachers are spoken of as unsatisfactory. The Secretary, writing of the third and lower masters, says :—"The school has been very unfortunate in its under-masters, who are as inefficient as possible."

## Assam Division—Luckimpur District.

## Return of Schools in the District of Luckimpur—(Upper Assam.)

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Amount of Fees and Fines realized.	Amount of Government Grant.	Local Subscrip- tions and En- dowments.	Total Cost.	No. of Scholars on 31st March 1872.	Average Daily At- tendance.	REMARKS.
			Rs. A. P.	Rs. A. P.		Rs. A. P.			
Higher Schools... { Government { Aided { Unaided Total	1 ... ... 1	6 ... ... 6	1,604 9 6 ..... ..... 1,604 9 6	2,250 13 11 ..... ..... 2,250 13 11	..... ..... ..... .....	3,855 7 5 ..... ..... 3,855 7 5	77 ... ... 77	60 ... ... 60	
Middle Schools... { Government { Aided { Unaided Total	2 ... ... 2	8 ... ... 8	876 15 3 ..... ..... 876 15 3	643 14 1 ..... ..... 643 14 1	..... ..... ..... .....	1,480 13 4 ..... ..... 1,480 13 4	166 ... ... 166	138 ... ... 138	
Primary Schools { Government { Aided { Pathshalas { Unaided Total	... ... ... ... ...	... ... ... ... ...	... ... ... ... ...	... ... ... ... ...	... ... ... ... ...	... ... ... ... ...	... ... ... ... ...	... ... ... ... ...	
Normal Schools { Government { Aided { Unaided Total	... ... ... ...	... ... ... ...	... ... ... ...	... ... ... ...	... ... ... ...	... ... ... ...	... ... ... ...	... ... ... ...	
Girls' Schools { Government { Aided { Unaided Total	... ... ... ...	... ... ... ...	... ... ... ...	... ... ... ...	... ... ... ...	... ... ... ...	... ... ... ...	... ... ... ...	
Total	3	12	2,481 8 9	2,854 12 0	.....	6,336 4 9	243	198	
Grand Total	3	12	2,481 8 9	2,854 12 0	.....	6,336 4 9	243	198	



*Reports of Inspectors of Schools.***DISTRICT KHASI AND JYNTEAH HILLS.***From the Report of O. B. Clarke, Esq., M.A., Inspector of Schools.*

1. The boundaries of this educational district are identical with those of the administrative district of the Deputy Commissioner of Shillong.

2. The direction of the education in this district has been for many years past entrusted to the Welsh Mission, subject to the inspections of the Government officers.

3. The Government support to education in the district may be summarized very shortly and very approximately as under:—

	Rs. Annually.
Nongsowlia school which serves both as normal and as district zilla school }	... 3,240
Normal school scholarships ... ..	... 960
Other scholarships ... ..	... 1,080
Grant-in-aid for all the other 55 schools	... 3,720
Deputy Inspector of Schools' salary ...	... 900
Travelling expenses of inspecting officers	... 700
	<hr/>
	Total Rs. ...10,600

4. The mission on their part maintain four married clergymen in the hills, and supply the whole of the local endowment funds Rs. 4,135-10-1; they also have supplied the school buildings, and board a large number of the pupils at Nongsowlia. To the mission is solely due the reduction of the Khasi language to characters, and the printing of books which have made education possible.

5. The next table (No. I.) is drawn up in accordance with paragraph 4 of letter No. 1222 of the Government of Bengal dated 8th April 1872.

## Assam Division—Khasi and Jynteah Hills.

TABLE I.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Amount of Fees and Fines realized.	Amount of Go- vernment Grant.	Local Endow- ment.	Total Cost.	No. of Scholars on 31st March 1873.	Average Daily At- tendance.
Higher Schools ... { Government { Aided { Unaided	...	...	...	...	...	Rs. A. P.	...	...
Middle Schools ... { Government { Aided { Unaided	1 3	2 5	83 2 0 55 14 9	948 6 0 543 0 0	140 10 0 586 0 0	1,219 12 6 1,184 14 9	86 164	69 78
Primary Schools ... { Government { Aided { Unaided { Pathshalas	48	55	...	2,805 5 0	3,207 14 1	6,029 2 1	886	541
Normal Schools ... { Government { Aided { Unaided	1	2	75 5 3	4,200 0 0	...	4,200 0 0	37	38-3
Girls' Schools ... { Government { Aided { Unaided	1 4	1 4	...	316 2 0 130 12 0	46 14 0 154 4 0	232 3 6 286 0 0	29 49	23 41
Total	58	69	214 6 0	6,942 9 0	4,135 10 1	13,211 0 10	1,161	790-3

*Reports of Inspectors of Schools.*

6. In this table I have classified all the schools in accordance with my notes on my tour of inspection in November and December last: this classification will be found not to agree with preceding annual reports, for the following reasons principally:—

(a.)—The schools of Shaila, Jowai, and Sobbar are alone classed as middle schools, and all the remaining (except Nongsowlia) 48 as “primary.” As some two-thirds of these schools teach the first elements of English, they were formerly classed as middle English (on the abolition of the old classification lower English), but they are primary schools of the very lowest class, and could only fairly be brought into comparison with the night schools of Bengal Proper.

(b.)—The Nongsowlia schools were formerly classed as a normal school simply. In table I. above it is artificially separated into two parts: the first two classes are considered as forming the normal school (which they do very nearly practically, and hold the larger proportion of the normal school scholarships), and the head and second masters are charged against the normal school: the remainder of the school from the third class downwards is supposed to constitute that school which appears in the table as a Government middle class school.

(c.)—In the Khasi Hills many of the village schools are mixed schools, i.e., a considerable percentage of girls attend. In other cases a young married couple (both from the Nongsowlia schools) are sent out as teachers in a remote village, and the “accounts” for the two schools cannot be separated. Hence, in table I., several separate girls’ schools have been entered united with the boys’ as mixed schools, and are classified among the primary schools, i.e., boys’ schools: thus the table I. shows far too low a number of girls attending school, and also a smaller total number of schools than was shown under the old form of report.

7. In the preceding year the average daily gross attendance was 753, and the number of scholars on 31st March 1871 was 1,100: the year under report shows therefore a small increase. I may add here my general expression of opinion that education is steadily but slowly gaining ground in the district.

7.\* Classifying the 69 teachers by race and creed, there are—

Welsh	...	Christians	...	2
Khasis	...	Ditto	...	46
Ditto	...	Heathens	...	21

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69

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8. Classifying the scholars by race, there are—

(a.) 898 Khasis in 37 schools.

(b.) 185 Jynteals in 14 schools.

*Assam Division—Khasi and Jynteah Hills.*

(c.) 87 Garos in 4 schools (these are the extreme Rambrai schools, where there are Garo villages belonging to Khasi Simi.)

(d.) 39 Nagas in 1 school, Mawpud, west of Shaily.

(e.) 13 Mikers in 1 school in East Jynteah.

There are moreover eight ~~stray~~ Hindus in the Nurtiung school, three Hindus in the Shaila school, and one Muhammadan in the Nongsowlia school.

9. It will be at once seen from these figures that the district is quite exceptional, and in educational matters it has been exceptionally treated. The schoolmaster sent out to a village goes primarily as a missionary, and practically in the Khasi Hills education has followed Christianity; and a school can hardly stand long unless the people have been induced to abandon their native superstitions. Where a school is formed of heathens, when the first boy falls sick, the soothsayer is consulted, and the eggs invariably show that the cause of the sickness lies in the school books, and the school at once breaks up. The time may hereafter arrive when Government may carry out a system of education in this district on the absolutely liberal principles accepted in old Bengal: but for many years to come it will be only through the missionaries that these semi-civilized races can be reached.

9.\* I subjoin the table of social position for the schools at Nongsowlia. No tables for the other schools have been received; they could not be compiled in these hills, unless the Deputy Inspector travelled round to each school; and moreover, as stated below, the Deputy Inspector died just after the close of the last official year.

[Since drawing the present report, I have received by the kindness of the Revd. T. Jones a statistical account of the social position of scholars in the Khasi schools, which is also appended.]

10. The Nongsowlia school is the educational central sun of the district. The first class of the pupil-teachers are taught early in the morning by the head-master, the Revd. T. Jones: at eleven the general school assembles, and the pupil-teachers are employed in teaching the lower classes under the superintendence of the head-master. In the year under report were sent out into the villages nine teachers from this class, and they are the first teachers sent out who had fairly completed the normal school course. They are doubtless very superior to the former village teachers, but it is too early to form any opinion of what they are likely to effect.

11. As regards the educational standard of the Nongsowlia school, I consider it in English nearly up to the standard of a zilla school: perhaps those boys who live almost entirely in the missionary settlement, are superior to Bengali zilla schoolboys in understanding colloquial English. In other subjects they are considerably below the zilla school standard, especially in mathematics. This is not owing to any want of pains in tuition. I think it certain that the Khasis are not equal to the Bengalis in quickness in arithmetic and

*Reports of Inspectors of Schools.*

geometry. The pupil-teachers themselves told me that though they had with much labor toiled through one or two books of Euclid, only two or three among them could get any hold of the subject.

12. The primary schools are all much of the same class: a few boys (and girls) can read and understand the Khasi New Testament, can read and explain a very elementary English reader, and can write a useful letter. They have hardly anywhere learnt sufficient arithmetic to be of any practical use to them, as, till last year, there were no village masters in these schools who could teach anything.

13. In the three schools classed as middle English, the boys in the first class were reading English history, and understood the meaning very fairly.

14. In judging the progress of education in these hills, it must be recollected that the schools are mass schools, and that the great mass of the scholars attend entirely for the love (or the novelty) of learning in itself: they have not in general in the villages any hope or expectation of getting any advantage, pecuniary or otherwise, thereout. It often happens therefore that the pupils get soon tired and leave school, unless they have a definite object, viz., to learn to read the New Testament for themselves. The Government educational officers have always pressed that letter-writing and simple arithmetic should be pushed in the schools, but as yet the general progress is not great. It is indeed impossible to put any strong pressure on the Khasi scholars all at once: they have their day's work to do, and can only spare an hour or two at sunrise to attend school: lengthened attendance and regular attendance are alike repugnant to semi-civilized nature; and in very many places the efforts of the missionaries have to be confined to keeping the school open, without venturing on much discipline.

15. I may here contra mention some of the gratifying features of the village schools. They are often attended by adults. At Nurtiung the village headman (who is indeed the chief of all the Jynteah headmen, and is about 40 years of age) has learnt in the last two years to read and write: he can now often save a journey to Shillong by a letter. The people both at Jowai and Nurtiung have come forward with considerable sums of money (for them) for building chapels and school-houses: doubtless the energetic influence with them is religion and not mere zeal for education, but the Khasi Deputy Inspector, U Luh, always consistently maintained that "*in the hills* these two are one." A Miker boy travelled 100 miles from his own home to read in the Jowai school, and in one year he mastered Khasi—quite a foreign language to him—made excellent progress in English, and reached the top of the school in every subject. He was awarded a special scholarship by the Director of Public Instruction, as his ambition is, when he has sufficiently trained himself, to go back and instruct his own tribe. The Revd. Jerman Jones, the missionary in charge of the Jynteah Hills mission, has formed a very favorable opinion both of the character and of the abilities of the Miker tribe.

*Assam Division—Khasi and Jynteah Hills.*

16. As the Khasis abhor magriage of female infants, the education of the women in these hills is comparatively in a more advanced state than in Bengal. At Nongsowlia the girls can read and understand an English story, and are not married until 17 or 18 years of age.

17. When the English came into the Khasi Hills forty-five years ago, wages were rarely so much as two annas per diem, often only one anna; and the necessaries of life were little cheaper than at present. So entire a change in one generation from poverty to comparative affluence has been a severe trial in many respects on a semi-civilized race like the Khasis; their wants have not increased *pari passu*: their standard of comfort is completely attained with the expenditure of but a fraction of their income. This is eminently the case at Shaila and the rich orange villages. Sometimes a Sim, who owns a lime-quarry, accumulates thousands of rupees in his house till he lives in terror. The people generally may break thousands of eggs, and allow themselves hill-liquor without stint unfortunately, and yet keep many holidays and never walk with a full load.

18. Great benefits as the English Government has thus brought materially on the people, little has been done to elevate them morally, intellectually, and socially, except the educational support given to the Welsh Mission. But the people have waxed fat and ask of education, what advantage is in it? It is the opinion of the Revd. T. Jones (than whose opinion none is entitled to greater weight) that besides our religion and our education there is something more wanted in these hills in the very peculiar position in which the Khasis are placed. [Referring, I believe, to model farms.]

This too was the opinion of the Deputy Inspector, U Luh: he held that if nothing else could be attempted than what is now being done for the Khasi nation, the Khasi would descend into Bengalis rather than rise into Europeans. When some pupil-teacher of the Nongsowlia school addressed another as "Cabri," U Luh's indignation quite overpowered him.

19. Another consequence of the material prosperity of the Khasis is a great increase in the cost of all educational efforts for the district. Teachers of very low acquirements are with difficulty obtained at Rs. 25 per month, and Government scholarships of Rs. 4 per month, which are magnificent prizes to a Bengali boy, are quite insignificant to a Khasi, and the mission have in fact to improve these indirectly in order to make them worth holding.

20. The Khasis exhibit natural taste both for music and drawing: they can be taught to sing very fairly in tune, and also to sing to some extent in parts; but it is very difficult to make them appreciate tone. It would be worth while to get two or three boys to the Calcutta School of Art, but there are many difficulties: among others no Khasi boy will consent to visit the plains except during the fine colder months: and no ordinary school of art scholarship would support a Khasi lad in Calcutta.

21. The present district report I have had to draw up entirely from

*Reports of Inspectors of Schools.*

my own notes, as the Khasi Deputy Inspector, U Luh, died of cholera (or some very similar complaint) just about the end of the financial year. He was a trustworthy servant of Government, he was greatly in honor among his own people, and he was a Christian man.

TABLE II.  
*Race and Creed of Pupils.*

CLASS OF SCHOOLS.	BENGALIS.			Total.	KHASI.		Total.
	Hindus.	Muham- madans.	Christians.		Chris- tians.	Heathens.	
Higher Schools { Government	...	...	...	...	...	...	...
{ Aided	...	...	...	...	...	...	...
{ Unaided	...	...	...	...	...	...	...
Middle Schools { Government	...	...	...	...	34	52	86
{ Aided	...	...	...	...	21	133	154
{ Unaided	...	...	...	...	...	...	...
Primary Schools { Government	...	...	...	...	...	...	...
{ Aided	...	...	...	...	75	791	866
{ Unaided	...	...	...	...	...	...	...
{ Pathshalas	...	...	...	...	...	...	...
Normal Schools { Government	...	...	...	...	17	20	37
{ Aided	...	...	...	...	...	...	...
{ Unaided	...	...	...	...	...	...	...
Girls' Schools { Government	...	...	...	...	8	21	29
{ Aided	...	...	...	...	9	40	49
{ Unaided	...	...	...	...	...	...	...
Total	...	...	...	...	181	997	1,161

TABLE III.  
*Race and Creed of Masters.*

CLASS OF SCHOOLS.	BENGALIS.	RUSSIAN AND OTHERS.		KHASI.	TOTAL.
	Hindus.	Christians.	Heathens.	Christians.	
Higher Schools { Government	.....	.....	.....	.....	.....
{ Aided	.....	.....	.....	.....	.....
{ Unaided	.....	.....	.....	.....	.....
Middle Schools { Government	1	1	.....	.....	2
{ Aided	.....	.....	.....	6	5
{ Unaided	.....	.....	.....	.....	.....
Primary Schools { Government	.....	.....	21	64	55
{ Aided	.....	.....	.....	.....	.....
{ Unaided	.....	.....	.....	.....	.....
{ Pathshalas	.....	.....	.....	.....	.....
Normal Schools { Government	.....	1	.....	1	2
{ Aided	.....	.....	.....	.....	.....
{ Unaided	.....	.....	.....	.....	.....
Girls' Schools { Government	.....	.....	.....	1	1
{ Aided	.....	.....	.....	4	4
{ Unaided	.....	.....	.....	.....	.....
Total	1	2	21	65	69

## GARO HILLS.

*From the Report of C. A. Martin, Esq., LL.B., Offg. Inspector of Schools.*

The Revd. J. Stoddard, owing to protracted illness, has written no report regarding the state of the Garo schools under his care: he has merely sent in the statistical return, which only reached me a few days ago, and in consequence of this delay these schools have not been entered in table II. which is supposed to give all the schools in the division.

From the return I find that there are 13 Garo schools, with 239 pupils this year, against 14 schools last year, with 201 pupils. All of these 239 boys are learning Bengali (though they themselves are Garos), and 221 learn the Garo language; the other 18 belong to one school, in which it appears no language but Bengali is taught.

Of the 13 schools, one is a normal school, with 25 students on the rolls at the end of the year.

As regards the social position of the students Mr. Stoddard writes: "The social position of most, if not all, the parents of the Garo pupils would come under the head of *"agriculture"*—in table of "lower classes"—"the masses."

*Return of Schools in the Garo Hills.*

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscriptions, &c.	Total Cost.	No. of Pupils on 31st March 1872.	Average Daily Attendance.
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Higher Schools { Government	...	...	...	...	...	...	...	...
Aided	...	...	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Middle Schools { Government	...	...	...	...	...	...	...	...
Aided	...	...	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Primary Schools { Government	...	...	...	...	...	...	...	...
Aided	...	...	...	...	...	...	...	...
Pathshalas	12	12	...	824 0 0	652 0 0	1,306 0 0	214	No return.
Unaided	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Normal Schools { Government	...	...	...	...	...	...	...	...
Aided	1	1	...	900 0 0	276 0 0	876 0 0	25	No return.
Unaided	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Girls' Schools { Government	...	...	...	...	...	...	...	...
Aided	...	...	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...
Total of Government and Aided Schools	13	13	...	1,224 0 0	954 0 0	2,148 0 0	239	...
Total of Unaided Schools	...	...	...	...	...	...	...	...
Grand Total	13	13	...	...	...	...	239	...





## COLLEGE REPORTS.

## PRESIDENCY COLLEGE—(Founded 1855).

*From the Report of the Principal, Mr. J. Sutcliffe, M.A.*

GENERAL DEPARTMENT.—The number of students on the rolls on 31st March during the last four years is shown in the following table:—

	1869.		1870.		1871.		1872.	
	Regular Students.	Out-stu-dents.	Regular Students.	Out-stu-dents.	Regular Students.	Out-stu-dents.	Regular Students.	Out-stu-dents.
Honor Class ...	13	5	18	...	14	...	16	...
4th Year ditto ...	49	...	76	...	78	...	84	...
3rd ditto ditto ...	51	...	62	...	53	...	53	...
2nd ditto ditto ...	129	1	147	1	140	2	109	...
1st ditto ditto ...	90	3	93	...	116	2	120	...
Total ...	338	4	306	1	401	4	442	...

This shows an increase in the strength of all classes except the third year class, and owing to the limited accommodation at my disposal it has been found necessary to close the first, second, and fourth year classes against further admissions. The reduction of the Krishnaghur and Berhampur Colleges to the status of institutions teaching only up to the standard of the First Examination in Arts, will cause an increase in the number of applicants for admission to the fourth year class next session, and the question of dividing it into sections will have to be considered. The transfer of the engineering classes to the old Hare School building will place additional class rooms at my disposal for the general classes; but the extreme inconvenience to professors of locating the third and fourth year classes in different buildings, will interfere with my utilizing to its full extent the accommodation vacated by the engineering classes. There will probably be fewer students next session in the second year class, as the uncertainty as to the future position of some of the mofussil colleges has doubtless added to the number of applicants for admission to this college. If therefore a division of the fourth year class into two sections can be carried out next year, that will meet the present most urgent want of the college. Two years hence I hope to see all the classes removed to a new college building capable of accommodating in the best possible manner the largest number of students ever likely to seek admission.

A classification of the students according to the social position of parents and guardians gives the following result:—

Belonging to the upper class of society	...	21
.. Ditto middle class of society	...	421
Total	...	442

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The result of this classification agrees generally with the results of the classifications of previous years.

The receipts from fees during the year amounted to Rs. 50,528, against Rs. 48,732 in 1870-71 and Rs. 43,992 in 1869-70. The steady increase in the fee receipts must be considered satisfactory, but, as I remarked last year, I cannot look forward to a further increase without entailing on the college additional expenditure by the formation of parallel classes. The entire expenditure for the year was Rs. 1,11,428-11, against Rs. 1,11,107-9-10 in the previous year, and the amount contributed by Government was Rs. 60,900-11, against Rs. 62,375-9-10 in 1870-71. Hence the monthly cost to Government of each student has decreased from Rs. 13-10-3 in 1870-71 to Rs. 12-11-6 during the year under review. Taking credit, however, for the surplus fees of the law department and the Hindu School, which amounted to Rs. 16,360-2-6 and Rs. 2,907-7-4 respectively, the net actual cost of the general department to Government was Rs. 41,633-1-2, and the annual cost of each student was a little less than Rs. 105. These figures show that financially the college maintains a strong position. Indeed, I hardly expect that the financial result of the current year will be as favorable.

The annual examination of the first year students was held in November. The result showed that two students who held junior scholarships had failed to make satisfactory progress in their studies, and they were deprived of their scholarships. The stipends of three others were temporarily suspended. The result of the examination of the rest of the class was a fair average one, and calls for no special remark. From the second year class 133 students went up to the First Examination in Arts, of whom 7 were absent from the examination, and 58 were passed, 13 being placed in the first division, 32 in the second, and 13 in the third. Of the plucked candidates, 56 failed in English, 44 in the second language, 26 in history, 33 in mathematics, and 49 in logic and philosophy. The result of the examination was not so good as I expected, but it is above the average of the whole examination. Upon the result of this examination six senior scholarships of the first grade, five of the second grade, and five of the third grade were awarded to students of the college.

The Duff scholarships for proficiency in languages and mathematics were awarded to Surendra Nath Sarkar and Prasanna Kumar Lahuri of this college.

The medal given by His Highness the Maharajah Scindiah to the best student at the First Arts Examination, was gained by Tara Prasanna Sen.

The professors reported favorably of the progress of the third year students, and no formal examination was held at the end of the session.

For the B.A. Examination 79 students were sent up, of whom 3 were absent; 9 were passed in the first class, 13 in the second, and 14 in the third. Of the 40 candidates who failed, 19 failed in English, 28 in the second language, 9 in history, 24 in mathematics, 23 in philosophy, and 10 in the optional subjects. Upon the result of this examination the

*Presidency College, Mr. J. Sutcliffe, M.A.*

following students were elected foundation scholars, and they are reading for honors in the subjects mentioned opposite their names :—

- |                                  |     |                   |
|----------------------------------|-----|-------------------|
| 1. Baba Krishna Sen              | ... | Physical science. |
| 2. Vehari Lal Banerji            | ... | Mathematics.      |
| 3. Sasi Bhusun Dutt              | ... | Philosophy.       |
| 4. Manamath Comar Basu           | ... | Mathematics.      |
| 5. Bopin Vehary Das              | ... | English.          |
| 6. Tarapada Ghosal               | ... | Ditto.            |
| 7. Kherode Chundra Roy Chowdhuri | ... | History.          |

The Laha scholarship in physical science was awarded to Sarat Kumar Ghosal, who is taking up this branch for the degree of M.A.

The Isan and Vizianagram scholarships were awarded to Rajani Nath Roy, a graduate of this college, and the examination for the Prem Chand Studentship resulted in the election of Kartic Chandra Mitra, M.A., also of this college, who took up English, Sanskrit, history, political economy, and philosophy.

All the University scholarships of the year, which are open to free competition, have again been gained by the students of this college.

There were 16 candidates for Honors in Arts, and 11 were successful. The following statement shows the class attained, and the subjects taken up :—

NAME.	Class attained.	Subjects.
1. Isan Chandra Basu ...	Class II.	English.
2. Ram Gopal Chakravarti ...	Ditto	Ditto
3. Surendranath Sarkar ...	Ditto	Ditto
4. Kunjavehari Gupta ...	Ditto	Ditto
5. Balai Chand Dutta ...	Class III.	Ditto
6. Avinash Chandra Ghosh ...	Ditto	Ditto
7. Huri Charan Mitra ...	Ditto	History.
8. Beraj Krishun Ghosh ...	Ditto	Ditto
9. Sanibhusan Mukhapadhyay ...	Class II.	Mathematics.
10. Jogendranath Ghosh ...	Class I.	Philosophy.
11. Gyan Chandra Chaudhuri ...	Class III.	Physical science.

One graduate went up to the examination for the degree of M.A. in English, and was passed.

The library is in excellent order; but, owing to the change in the mode of indenting for new publications, very few additions have been made during the year. The total amount expended on the library was Rs. 440-14.

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**LAW DEPARTMENT.**—The number of students on the rolls of this department on 31st March during the last four years is shown in the following table:—

	1869.	1870.	1871.	1872.
3rd Year Class ... ..	52	63	94	98
2nd ditto ditto ... ..	67	102	117	.....
1st ditto ditto ... ..	104	115	.....	84
2nd ditto Pledership ... ..	20	28	35	51
1st ditto ditto ... ..	34	38	64	37
Total ... ..	297	346	310	270

This table again shows a decrease in the number of students. The non-formation of a second year class accounts partly for the decrease; but I am of opinion that there will be a gradual decline in the strength of the classes for some years more. No second year class could be formed this year, as owing to the change in the University regulations a first year class was not formed in 1871. The pleadership classes will probably maintain their present strength for some time longer, but a reduction in the numbers attending the B.L. classes must be expected—partly in consequence of the new regulation which restricts attendance on the second and third year lectures to those who have taken their B.A. degree, but mainly owing to the business of the courts being insufficient to provide a livelihood for those who have already been enrolled as pleaders.

A classification of the students on the rolls of this department gives the following result—

Belonging to upper class ...	9
Ditto middle „ ...	261
Total ...	270

The fees collected during the year amounted to Rs. 29,764, and the expenditure has been Rs. 13,403, showing a surplus of income over expenditure of Rs. 16,360. This surplus is larger by Rs. 4,440-13-2 than that for the previous year, but this arises mainly from the employment during last session of an officiating professor of law on a lower salary than that drawn by Mr. Ingram, who was absent during the whole session.

The college sent up 75 candidates for the degree of B.L., of whom only 15 passed in the second division, and 18 obtained marks qualifying for a license in law. The latter can no longer transform themselves into B.L.'s by paying an additional fee of Rs. 30, and they will probably go up again to the next examination for the degree.

There were 36 candidates for the license in law, of whom only 9 passed.

The falling off in the number of passed law candidates is probably due to the exercise of increased strictness on the part of the examiners.

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**CIVIL ENGINEERING DEPARTMENT.**—The following table gives the number of students on the rolls on 31st March during the last four years:—

	1869.		1870.		1871.		1872.	
	Regular Students.	Out-stu-dents.	Regular Students.	Out-stu-dents.	Regular Students.	Out-stu-dents.	Regular Students.	Out-stu-dents.
3rd Year Class	9	1	10	1	13	5	15	...
2nd ditto ditto	13	3	22	5	28	1	31	1
1st ditto ditto	30	16	46	...	56	2	66	3
Total	58	20	78	6	95	8	112	4

• This shows an increase in the strength of the first and second year classes, and it is highly probable that, when the new session opens in June, there will be a larger number of applicants for admission than in any former year. The difficulty of finding accommodation in the present college building for such large engineering classes has been met by placing at my disposal the old Haro School building after undergoing the necessary alterations and repairs. It will be convenient to the professors if the three classes can be accommodated in this building, as otherwise they will be under the necessity of walking from one class room to another exposed to the weather. Unless, however, there is a very large first year class, the old school building will afford accommodation for all the classes.

On 1st November last a special class was opened for candidates, who were desirous of qualifying to pass the engineering and surveying tests prescribed by Government for the examination of candidates for the Subordinate Executive Service, which was to be held in February. This class at one time contained 29 students, but considering as it did mainly of men who could only obtain short leave of absence from the duties of offices they held, the attendance was in few cases continuous from the beginning of November to the end of January, when the session for field-work closed. Nevertheless the class made fair progress in its appointed work, and the Lieutenant-Governor has been pleased to express his approval of the manner in which the officers of the college carried out his instructions. A similar class will be opened at the beginning of the new session in June, and the entire course of study prescribed, in the orders, dated 26th September 1871, for the special examination, will be completed by the end of January.

The fees collected during the year amount to Rs. 8,808, against Rs. 6,565-8 of last year, and the expenditure has been Rs. 30,416, against Rs. 30,442-2-4 in the previous year. The fees collected include Rs. 9,500 realized from the students who formed the special class for instruction in the tests prescribed for the Subordinate Executive Service. The annual

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examination of the first and second year classes commenced on 8th May, and the results are given below :—

In the first year class there were 60 students of whom two were out-students, *i.e.*, students who had been admitted without having previously passed the University Examination; of these 3 left the college a few days before the examination, and 6 were absent. The remaining 51 were examined and 25 were promoted to the second year class, 25 failed, and to one student a sub-overseer's certificate was awarded. Of the students who failed 12 rejoined the first year class.

The second year class contained 27 students, including one out-student; of these 11 were found fit for promotion to the third year class, to 2 students overseers' certificates were awarded, and to 2 others sub-overseers' certificates; whilst of the remainder 11 failed and 1 was absent. Of those who failed, 6 rejoined the second year class at the opening of the new session. Upon the result of the examination of the second year class, the following students were elected Forbes scholars :—

Kriti Chandra Chaudhari. | Prasanna Kumar Pal.

The third year class contained 19 students, of whom 5 were out-students, and therefore inadmissible to the University Examination for the license in civil engineering. The latter were, however, examined by the University examiners in the same papers as the other students who were candidates for the license. The examination took place in June, with the following result :—"One absented himself and 4 others withdrew after presenting themselves for two or three days to obtain the license, and 6, who failed to qualify for the license, received certificates of sub-engineers, whilst one failed altogether. The 5 out-students (Europeans and Eurasians) passed the examination, and received certificates of assistant engineers in lieu of the license, to which they would have been entitled had they passed the University Entrance Examination before they entered upon their engineering studies."

Scholarships of Rs. 50 a month were awarded to the 2 licentiates, and they are attached to offices in the Presidency division for the purpose of receiving practical training in their profession.

The department has turned out during the year—

7 Assistant Engineers,  
6 Sub-Engineers,  
2 Overseers,  
3 Sub-Overseers,

and to these should be added two sub-overseers, who were former students of the college, and passed the Department Public Works examination in February 1872.

The following is Mr. Scott's report on the field-work of the second and third year classes :—

"The work commenced on the 2nd November 1871, and continued till the 10th February 1872. The district surveyed extended from Jittaghar Railway Station on the south, to the northern boundary of

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the Government brick-fields near Ishapore station, and is bounded on the east by the Eastern Bengal Railway, and on the west by the river Hooghly. The whole of the cantonments and the Barrackpur Park were therefore included in the survey. A special plan of the Park on a larger scale was also undertaken by some of the students; as when I applied to His Excellency Lord Mayo for permission to survey the Park, he requested me to send a copy of the work to him. A portion of the eastern boundary of the cantonments, also on a larger scale, was done for Colonel Davies, the Executive Engineer of the Division, and the following is an extract from his letter acknowledging the receipt of a copy of the work:—

‘I have compared it with the plans in my office, and it appears very correct, and gives much more detail than any plan of ours.’

‘Each student of the second year’s class made by himself a section about one and a half miles long, and in addition each party made the necessary plans and sections for conveying the water of some tank to some point on a higher level than the tank showing the different points where the water would require to be lifted by baling. The third year students laid out a line of road, and made all the necessary plans, sections, and cross sections, as well as the calculations for laying out the curves upon it. The country is so very close about Barrackpur that it was a matter of considerable difficulty to lay out a line without cutting portions of the jungle. This necessitated sharper and more frequent curves, and thus gave the students greater practice in laying them out.

‘While in camp, the students of the third year’s class visited the Calcutta water-works at Pultah, and after their return to college they visited the drainage works, and also the Eastern Bengal Railway Company’s works at Kanchraparah. I always find the students derive great advantage from these excursions. It is much more easy afterwards to explain to them anything of practical engineering, more especially anything connected with machinery; they themselves take a great interest in them, pay their travelling expenses without a murmur, and no student ever absents himself on those occasions. It is to be regretted that more time is not available for this purpose, but every day is so fully occupied that it is only by an interchange of hours between myself and Mr. Grant on two or three Saturdays that even the present excursions can be managed.

‘Previous to my departure to England last year, I had put in hand a copy of the Government powder factory at Ishapore, which had been done by the students at the request of Colonel Voyle, R.A., Agent for the manufacture of powder. The following is an extract from a letter received from him since my return to India upon the subject:—

‘I think the plan does them great credit, as far as I am a judge. I think it is very well and accurately surveyed.’

‘This as well as Colonel Davies’s letter will show that the work of the students, though undertaken primarily for purposes of instruction, is sometimes made use of and appreciated by officers of Government qualified to judge of its merits. It has always been my endeavour thus



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to utilize the work of the students, and I have found it productive of the most beneficial results. I always entrust this description of work to those students who have worked steadiest and given me most satisfaction at the regular class work; and a wholesome spirit of emulation is created amongst them, and the party work progresses much more satisfactorily when it is known that I have been applied to for the execution of any of those extra works."

The field-work of the first year's class was supervised by Mr. Dowering, and the following is his report:—

"Field-work commenced with this class on 2nd November 1871, and was continued till February 3rd 1872; the class working in the field for four days in each week.

"As during the months of November, December, and January I had under my charge a class organized by order of His Honor the Lieutenant-Governor of Bengal for instruction in elementary engineering and surveying, the assistance of Mr. Jewett, a former pupil of the Civil Engineering Department, Presidency College, was granted to aid me in teaching and supervising the first year's class, as the combined classes, consisting of some one hundred and five individuals, could not have had sufficient attention paid them by one person.

"In the first year's class there were 75 students, 6 of whom were Christians, and the remaining 69 Hindus: one of the latter died during the month of November, leaving a total of 74 at the termination of the season.

"Having instruments for only fourteen parties, I divided the class accordingly; 9 parties consisted each of 5 students, and in each of the other parties there were 6 students. I should have preferred parties consisting of only four members, as a greater number gives the idlers an opportunity for neglecting their work.

"For the first four days the class was occupied in learning the mode of using the prismatic compass, in practising the ranging out and chaining of straight lines, and in making surveys of small portions of the Calcutta Maidan, one of which surveys I caused each student to plot in order that he might clearly comprehend the necessity for, and the reason of, the various operations performed in the field.

"The following surveys were then made:—

"1. A survey of the external boundary of Fort William.

"2. A survey of the entire Calcutta Maidan, extending from Esplanade Row, Government House, and the New High Court on the north, to Tolly's Nullah and the Circular Road on the south, and from the Hooghly on the west to Chowringhee Road on the east.

"3. A survey of Coolie Bazar or Hastings, showing the roads, lanes, and the principal pukka buildings.

"4. A detailed survey of the interior of the Eden Gardens.

"These surveys occupied the class up to Saturday, December 23rd.

"On the 3rd of January 1872, the class commenced levelling, when I became satisfied that each student could adjust his level and

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read his staff with tolerable accuracy and despatch. I caused the following sections to be executed :—

"1. A series of levels over the station pegs round Fort William carefully checked and reduced to a common datum, thus making each party a check upon the other.

"2. A longitudinal section from Esplanado, Row to Tolly's Nullah—a distance of about two miles.

"3. The class pegged out the centre line of a supposed intended road 6,000 feet in length, connecting Harrington Street on the eastern side of the Maidan, with Clyde Row on the western side, and completed all the levelling necessary prior to the construction of such a road."

The following is the report of the Head-Master of the Hindu School :—

HINDU SCHOOL.—On the 31st March the number of boys on the rolls was 419, against 416 on the same date of the previous year. The average number of boys on the rolls was 413, and the average daily attendance 360. There was a falling off in the number of admissions into the last four classes of the school. It is believed that these classes, especially the ninth, will hardly again obtain the full complement of boys which they had in former years. I ought, however, to observe that for want of sufficient accommodation seven classes are crowded in a hall, where in the old days of the Hindu College only four classes were taught.

In the subjoined tables will be found (1) a classification of the boys according to their respective castes ; and (2) the social position of their parents or guardians :—

Brahmins ...	...	...	...	102
Khetryas ...	...	...	...	8
Baidyas ...	...	...	...	10
Kayasthas ...	...	...	...	175
Novasacks ...	...	...	...	48
Bankers ...	...	...	...	63
Others ...	...	...	...	13
Total ...				419
Upper classes of society ...				82
Middle ditto ditto ...				337
Total ...				419

The fees and fines collected during the year amounted to Rs. 22,493, and the expenditure was Rs. 19,783-8-8, leaving a surplus of Rs. 2,709-7-4.

Out of a class of 49 boys, 43 were permitted to go up to the Entrance Examination. The rule followed in the selection of candidates for the Entrance Examination was to nominate those who in the test examination had passed successfully in any two of the four subjects of study. Four of the selected candidates were prevented by sickness from appearing at the examination. Of the remaining 39 boys, 29 were passed, 16 being

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placed in the first division, 10 in second, and 3 in third. Of the 10 unsuccessful candidates, 4 failed in English, 5 in Sanskrit, 7 in history and geography, and 2 in mathematics. Sixteen junior scholarships were awarded to the school, namely, 3 first grade, 6 second grade, and 7 third grade scholarships.

I ought to record here the liberality of Babu Soshe Bhusan Dutta in presenting to the school ten copies of "Stray Leaves" for distribution as prizes among the meritorious boys.

"The examination of the lower classes was as usual conducted by the professors of the Presidency College, assisted by the head-masters of the Hindu and Hare Schools. The second class acquitted itself very satisfactorily in mathematics. Babu Kedar Nath Banerji, of 4th class, section 7, was specially noticed by the examiners for the creditable manner in which his boys acquitted themselves. He is a very zealous and painstaking teacher. The examination of the other classes calls for no particular remarks."

The following is the report of the Head-Master of the Hare School:—

**HARE SCHOOL.**—In January last the school was removed to the new building, and, as expected, there was a rapid accession to the number of the pupils, so that it has been found necessary to apply for the appointment of two extra masters. On the 31st March 1872 there were on the rolls 523 boys, against 460 on the same date of the previous year, and the average daily attendance during the year under report was 402, against 396 of the preceding year.

Of the total number of boys there were—

Minor scholars	...	...	5
Vernacular stipend-holders	...	...	12
Free students	...	...	9
Pay, ditto	...	...	497
Total			523

The boys are thus classified according to the social position of their parents or guardians—

Upper classes	...	...	18
Middle ditto	...	...	505
Total			523

Of these there were Hindus	...	...	515
Muhammadans	...	...	5
Christians	...	...	3
Total			523

The amount of fees collected during the year was Rs. 21,317, and the total expenditure, including Rs. 2,411 paid towards the erection of the new building, was Rs. 20,630-5-9, leaving a surplus of Rs. 686-10-3.

*Sanskrit College, Babu Prasanna Kumar Sarvadhikari.*

Forty-five boys of the first class were sent up to the Entrance Examination, of whom one was absent. Of the remaining 42, 34 were passed, 16 being placed in the 1st division, 11 in the 2nd, and 7 in the 3rd. The eight unsuccessful students failed mostly in the languages.

All the boys in the first division obtained junior scholarships, viz., 2 first grade, 4 second grade, and 10 third grade scholarships.

The junior classes were examined by the Principal and Professors of the College, assisted by the Head-master, and the Head Pundit of the Hindu School. The 4th and particularly the 5th class did not acquit themselves well in history and geography. The results of the examinations of the other classes do not call for any special remarks.

## SANSKRIT COLLEGE—(Founded 1824).

*From the Report of the Principal, Babu Prasanna Kumar Sarvadhikari.*

On the 31st March 1872 there were 231 pupils on the rolls, against 248 on the corresponding date of the preceding year. Of these, 23 were in the College Department, and the remaining 208 in the School Department. For the College Department the average number on the rolls during the year under review was 26, and for the School Department 216; the average daily attendance being respectively 24 and 175. The pupils are by race all Hindus, of different castes, but chiefly Brahmuns. The Brahmuns appear to possess the greatest aptitude for Sanskrit studies; the Kayasthas, however, are in this not much, if at all, behind the Brahmuns. By creed too all the pupils are Hindus.

2. A tabular statement showing the social status of the pupils has already been forwarded. A summary of it is subjoined:—

*Summary.*

	Pupils belonging to the Upper Classes.	Pupils belonging to the Middle Classes.	Pupils belonging to the Lower Classes.	Total which will be equal to the number of Pupils in the College.
College Department	1	22	...	23
School ditto	9	196	3	208
	10	218	3	231

3. In the College Department there were, besides the Principal, four Sanskrit professors and two English lecturers. In the School Department there were one Sanskrit assistant professor, eight pundits, and six English teachers. The teaching staff of the entire institution

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consists of persons who are Hindus by race, and of the Brahmun caste, with the exception of the Principal, one English teacher, and one lecturer. The former two are Kayasthas, and the latter a Subarnabanik. All belong to the Hindu creed.

4. Pundit Bharata Chandra Siromani, Professor of *Smriti* or Hindu Law, retired on superannuation pension on the 1st of January last. His place was not filled up, the work of the other professors being re-distributed, and provision being thus made for the teaching of *Smriti*. This caused no inconvenience, as, since the commencement of the present academic session, there has been no honor class in the college. The Principal was absent on sick leave for the first half of the official year. He returned to his duties on the 26th of September last. The head-master also was away on sick leave for about two and a half months. Pundit Mahesa Chandra Nyayaratna, Professor of Hindu Philosophy and Rhetoric, in addition to his own duties, officiated for the Principal, and Babu Siva Chandra Gui, M.A., & B.L., for the head-master. During the Principal's absence on leave, the 3rd and 4th year college classes learned their English subjects at the Presidency College.

5. In the College Department the students pay schooling fees at the rate of Rs. 5 a month. The aggregate collections in this department during the year amounted to Rs. 1,580-12. In the School Department the holders of vernacular scholarships, whose number was at the end of the year 17, pay no fee; the sons of *bonâ fide* pundits, to the number of 100, pay at the rate of one rupee per mensem; the pupils of the beginners' class pay at the rate of two rupees; and all other pupils pay at the rate of three rupees. The total amount of fees realized amounted to Rs. 4,473-0-6.

6. The Government grant for the institution is Rs. 26,118, of which the amount actually expended during the year was Rs. 23,160-8-3. The total outlay on the College Department was Rs. 12,881-15-4, and on the School Department Rs. 16,332-5-5, making a grand total of Rs. 29,214-4-9.

7. The only endowment attached to the institution is a private endowment by Mr. E. B. Cowell, late Principal of the College, of the monthly value of Rs. 5, to be awarded in the form of a scholarship for proficiency in Sanskrit.

8. The number of classes and the course of studies that prevailed in them are embodied below :—

## COLLEGE DEPARTMENT.

*M.A. Class.*

M.A. Sanskrit subjects of the Calcutta University for 1872.

## SENIOR AND JUNIOR SCHOLARSHIPS.

*4th Year College Class.*

All the B.A. subjects for 1872.

Sanskrit, Grammar and Rhetoric.

*Sanskrit College, Babu Prasanna Kumar Sarvadhikari.*

*3rd Year College Class.*

Darsana or Hindu Philosophy	...	Tatva Kaumudi.
Smriti or Hindu Law	...	Mitakshara Vyavahara
	...	Dhyay (Daivapraman excepted).
	...	Dattaka Mimansa.
Vyakarana or Sanskrit Grammar	...	Siddhanta Kaumudi (Case and Samasa).
Kavya or Sanskrit Literature	...	Naisadha, Cantos I., IV., & XVII. Mrighhakatik. Kadambari.

Sanskrit, Bengali, and English Essays and Translations.

B.A. subjects for January 1873.

*2nd Year College Class.*

All the F.A. Subjects for 1871.

Vyakarana or Sanskrit Grammar.

*1st Year College Class.*

Darsana or Hindu Philosophy	...	Bhasaprarichheda (with few lectures from Muktavali).
Smriti or Hindu Law	...	Dayabhaga, Dattaka Chan- drika.
Alankara or Sanskrit Rhetoric	...	Rhetoric, parts from Ka- vyaprakasa or Sahitya Darpana.
Vyakarana or Sanskrit Grammar	...	Verb, Case, and Samasa.
Kavya or Sanskrit Literature	...	Uttaracharita, Sakuntala, Mrighhakatik, Vikram- orvasi, and Kadambari, Part I.

Sanskrit and Bengali Essays and Translations.

F.A. subjects for December 1872.

**SCHOOL DEPARTMENT.**

*1st Class.*

.. All the Entrance subjects for December 1871.

Vyakarana or Sanskrit Grammar	...	Verb, Case, and Samasa.
Sanskrit Composition.	..	

*Reports of Colleges for General Instruction.**2nd Class.*

Alankara or Sanskrit Rhetoric	...	Alankaratna.
Vyakarana or Sanskrit Grammar	...	Mugdhabodh (whole).
Kavya or Sanskrit Literature	...	Kadambari, Part I.; Sakuntala, Malatimadhava, Naisadhacharita, Cantos I., II., III., & IV. Meghaduta.

## Entrance English subjects for December 1872.

Hiley's Grammar.	...	...	To the end of the Tudor period.
Collier's England	...	...	First five Chapters.
Marshman's India	...	...	The whole.
Barnard Smith's Arithmetic	...	...	Three Books, with easy deductions.
Euclid	...	...	To Greatest Common Measure.
Algebra	...	...	The whole.
Geography	...	...	Sanskrit and Bengali Essays and Translations.

*3rd Class.*

Kavya or Sanskrit Literature	...	Sisupalabadha (last half), Uttaracharita, Venisanhara, and Ratnavali.
Vyakarana or Sanskrit Grammar	...	Mugdhabadha (Gender, Case, and Samasa).
Prose Reader, No. V.	...	...
Poetical Reader, No. III.	...	...
Collier's English History	...	To the end of the Tudor period.
Barnard Smith's Arithmetic	...	The whole.
Euclid	...	Book I, with easy deductions.
Madras Geography	...	The whole.
Rachana or Composition	...	Sanskrit and Bengali.
Anuvad or Translation	...	Sanskrit, Bengali, and English.

*4th Class.*

Kavya or Sanskrit Literature	...	Kiratarjuniya, Cantos I. to XVI. Sisupalabadha (first half), Malabikag-nimitra, Bhattikavya, Cantos I., II., III., & IV.
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*Sanskrit College, Babu Prusanna Kumar Sarvadhikari.*

Vyakarana or Sanskrit Grammar •	...	Mugdhabodh (from Verb Churadi to Kridanta & Case.)
Azimgur Reader, Part II.		
Poetical Reader, No. III.		
Abridgment of Hiley's Grammar. • •		
Barnard Smith's Arithmetic...	...	To the Rule of Three.
Geography.		
Rachana or Composition ...	...	Sanskrit and Bengali.
Anuvad or Translation ...	...	Sanskrit, Bengali, and English

*5th Class.*

Kavya or Sanskrit Literature	...	Kumarasambhava, Kiratar-juniya (first half), Chandakansika.
Vyakarana or Sanskrit Grammar •	...	Mugdhabadha (as far as Churadi Verb).
Moral Class Book.		
Poetical Reader, No. II.		
Hiley's Child's Grammar.		
Barnard Smith's Arithmetic.		
Geography.		
Anuvad or Translation ...	...	Bengali and Sanskrit.
Rachana or Composition ...	...	Bengali. • •

*6th Class.*

Kavya or Sanskrit Literature	...	Raghuvansa.
Vyakarana or Sanskrit Grammar	...	Mugdhabadha (as far as Gender); Vyakarana Kaumudi, Part III.
Moral Class Book.		
Poetical Reader, No. I.		
Hiley's Child's First Grammar. •		
Madras 1st Geography.		
Bernard Smith's Arithmetic.		
Anuvad or Translation ...	...	Sanskrit and Bengali.
Rachana or Composition ...	...	Bengali.

*7th Class.*

Kavya or Sanskrit Literature	...	Rijupatha, Part III., Gadya Sangraha, Part II.
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*Reports of Colleges for General Instruction.*

Vyakarana or Sanskrit Grammar	...	Vyakarana Kaumudi, Part II.
Bengali	...	Rachanavali.
Prose Reader, No. II.		
Bhugol Bibaran (Geography in Bengali).		
Patiganita (Arithmetic in Bengali).		
Nilambar's Grammar of English (in Bengali).		
Selections from Nilmani's Itihas (History)		

*8th Class.*

Kavya or Sanskrit Literature	...	Rijupatha, Part I.; and portions of Part II.
Vyakarana or Sanskrit Grammar	...	Vyakarana Kaumudi, Part I.; and Upakramanika. Padamanjari, by Somnath.
Bengali	...	Nitibodh, History of Bengal.
Prose Reader, No. I.		
Bhugol Pravesha (Geography in Bengali).		
Patiganita (Arithmetic in Bengali).		

*9th Class.*

Kavya or Sanskrit Literature	...	Rijupatha, Part I.; and Sanskrit Patha, by Harisa Chandra Kaviratna.
Vyakarana or Sanskrit Grammar	...	Upakramanika.
Bengali	...	Bodhodaya, Charitavali.
Geography (in Bengali)	...	Bhugol Provisa.
Arithmetic (in Bengali)	...	Patiganita.
English	...	Spelling Book, No. I.

*10th Class.*

Kavya or Sanskrit Literature	...	Rijupatha, Part I.; and Sanskrit Patha, by Harisa Chandra Kaviratna.
Vyakarana or Sanskrit Grammar	...	Upakramanika.
Bengali	...	Akhyanmanjari and Padya-patha, Part I.
Geography (in Bengali)	...	Bhugolpravesa.
Arithmetic (in Bengali)	...	Patiganita.
English	...	Spelling Book, No. I.

*Sanskrit College, Babu Prasanna Kumar Sarvadhikari.*

10. The hours of study are given in the table annexed below :—

CLASS.	Time for Sanskrit in a Week.	Time for English in a Week.	Time for Bengali in a Week.	Total time for Study in a Week.
<i>College Department.</i>				
Honor class ... ..	15 hours	.....	.....	15 hours
4th Year ... ..	5 ..	18½ hours	.....	23½ ..
3rd .. ..	12 ..	16½ ..	.....	28½ ..
2nd .. ..	5 ..	15½ ..	.....	20½ ..
1st .. ..	13½ ..	15 ..	.....	28½ ..
<i>School Department.</i>				
1st ... ..	9 ..	25 ..	.....	34 ..
2nd ... ..	11 ..	17½ ..	.....	28½ ..
3rd ... ..	13½ ..	15 ..	.....	28½ ..
4th ... ..	14 ..	14½ ..	.....	28½ ..
5th ... ..	13½ ..	15 ..	.....	28½ ..
6th ... ..	14 ..	14½ ..	.....	28½ ..
7th ... ..	13½ ..	9 ..	6 hours	28½ ..
8th ... ..	14½ ..	7½ ..	6 ..	28½ ..
9th ... ..	13½ ..	7½ ..	7½ ..	28½ ..
10th ... ..	12 ..	6 ..	10½ ..	28½ ..

In the lowest sections of the last class Sanskrit is not taught.

11. *Entrance Examination.*—At the last Entrance Examination there were 16 candidates, of whom 9 passed; 5 in the 1st, 3 in the 2nd, and 1 in the 3rd division; of these, 2 obtained junior scholarships of the 2nd grade, and 3 of the 3rd grade.

*First Arts Examination.*—The college sent up 7 candidates to the First Arts Examination; of these, 2 passed in the 2nd, and 1 in the 3rd division.

*B.A. Examination.*—Five students appeared at the B.A. Examination. All were plucked. This unfortunate result cannot be attributed to any defect in the instruction the pupils received, for they attended English lectures at the Presidency College during the last eight months of the academic session.

*Honor and M.A. Examination.*—Siva Natha Bhattacharyya, who was the holder of the highest graduate scholarship attached to the college, and had also obtained the Laha Scholarship of Rs. 25 a month at the B.A. Examination of 1871 for standing first in Sanskrit, competed for honors in Sanskrit. He was successful, and took a second class. Jogendra Nath Banerji and Amrita Kumara Sarvadhikari were candidates for the degree of M.A. in Sanskrit. The former only passed.

12. The annual examinations of the classes that did not appear at the University Examinations, i.e., of all the classes, excepting the honor class, the 4th year, the 2nd year class in the College Department, and the 1st class in the School Department, were held in December, and conducted, as usual, by the officers of the college.

In the junior classes, i.e., all the classes from the 3rd in the School Department downwards, the examinations were partly written and partly viva voce. In the senior classes, i.e., those classes which compete for junior and senior college scholarships, viz., the 1st and 3rd year

*Reports of Colleges for General Instruction.*

classes in the College Department, and the 2nd class in the School Department: the examinations were entirely conducted by means of written papers.

The examiners reported the results to be on the whole satisfactory. To the shortcomings they pointed out, the attention of the teachers and pundits concerned was duly drawn.

To be eligible for a scholarship, candidates are required to obtain at least 40 per cent. of marks in the Sanskrit and Bengali subjects, and 25 per cent. in the English subjects. The aggregate marks are further required to be 50 per cent. of the sum total for all the subjects.

13. On the results of the examinations mentioned above, the following students were elected to hold Sanskrit scholarships for the year 1872 :—

<i>Senior.</i>			
1	Umesa Chandra Batanyal	...	Rs. 20
1	Alb Nath Bhattacharyya	...	„ 16
1	Kshetra Mohan Das	...	„ 14
	Navin Krishna Gupta	...	„ 10
	Nakulesvar Bhattacharyya	...	„ 10
	Jnanendra Nath Das	...	„ 10
	Mahendra Nath Datta	...	„ 10
	Siva Narayan Mukhurji	...	„ 10
6	Surath Nath Batovyal	...	„ 10

<i>Junior.</i>			
	Haraprasad Bhattacharyya	...	Rs. 8
	Gyendras Chattopadhyay	...	„ 8
	Madhav Chandra Mitra	...	„ 8
	Sarach Chandra Gupta	...	„ 8
	Kalidhan Bhattacharyya	...	„ 8
	Sasi Bhusan Koar	...	„ 8
7	Sripati Chattopadhyay	...	„ 8
16		Rs. ...	168

Books to the value of Rs. 150 were awarded to the successful pupils of the junior classes.

14. Several valuable additions, Sanskrit and English, were made to the library in the course of the year. English books for the library were purchased from the Calcutta School Book Society's stock.

*College of Muhammad Mohsin, Hooghly, Mr. R. Thwaytes.*

COLLEGE OF MUHAMMAD MOHSIN, HOOGHLY—(Established 1836).

*From the Report of the Principal, Mr. R. Thwaytes, M. A.*

GENERAL.—The following is a summary of the receipts and expenditure from 1st April 1871 to 31st March 1872 :—

*Receipts.*

	Rs.	As.	P.
Interest of the endowment in Government securities ...	45,816	0	0
1/4th share proceeds of the Sydupore Estate ...	8,994	11	6
Tuition fees, fines, &c. ...	22,829	6	0
Donations ...	492	0	0
<b>Total</b> ...	<b>78,132</b>	<b>1</b>	<b>6</b>

*Expenditure.*

Items.	College.	Law.	Collegiate School.	Arabic Department.	TOTAL.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Salaries of Professors, &c. ...	43,062 14 4	2,400 0 0	21,474 0 11	3,600 0 0	70,936 15 3
Share of English Librarian's pay ...	139 3 3	57 15 3	403 13 7	.....	600 0 0
Share of Office Establishment and Doctor's allowance ...	777 13 10	326 3 7	2,273 1 0	200 0 7	3,556 11 0
Arabic Librarian's pay ...	.....	.....	.....	300 0 0	300 0 0
Share of contingencies ...	506 10 4	212 7 3	1,480 8 6	136 8 3	2,336 2 3
<i>Foundation Scholarships.</i>					
Open to Mu- h a m m a- d a n s only. { Madrasah .....	.....	.....	.....	1,009 11 0	1,009 11 0
{ English Department .....	.....	.....	191 7 0	.....	191 7 0
Open to g e n e r a l c o m p e t i- t i o n. { Z e m i n d a r y { s c h o l a r s h i p .....	169 10 11	.....	.....	.....	169 10 11
{ R a n c e K a t h i a n- { a n c e ' s s c h o l a r s h i p .....	145 10 5	.....	.....	.....	145 10 5
<b>Total</b> ...	<b>44,800 15 1</b>	<b>2,996 8 11</b>	<b>26,232 15 0</b>	<b>6,275 12 10</b>	<b>80,366 3 10</b>

The amount sanctioned in the budget estimate for 1871-72 was Rs. 85,541.

*Students.*—The number of students on the rolls on the 31st March 1870-71 and 1871-72 were—

	1870-71.	1871-72.
College ...	152	142
Collegiate ...	393	449
Madrasah ...	54	32
Law ...	65	60
<b>Total</b> ...	<b>664</b>	<b>683</b>

showing a decrease of 10 in the college, 22 in the Madrasah, and 5 in the law department, but an increase of 56 in the collegiate school, or in the aggregate an increase of 19 students. Of the 683 students, 12 were Christians, 169 Muhammadans, and 502 Hindus. On the same date in 1870-71 the numbers stood—

Christians ... 12 | Muhammadans ... 167 | Hindus ... 487  
which shows an increase of 2 Muhammadans and 17 Hindus.

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Arranging the pupils according to the social position of their guardians, there were on the 1st of April 1872:—

Classes.	DESCRIPTION.	College.	Collegiate School.	Madrasah.	Law.	Branch School.	TOTAL.
Upper Classes of Society.	Princes, Nababs, Rajas, Ray-Bahadurs, Khen-Bahadurs ...	...	...	...	...	...	...
	Government servants, with salaries of Rs. 10,000 a year and upwards ...	...	...	...	...	...	...
	Large Landholders whose income from land is Rs. 20,000 a year and upwards ...	...	...	...	...	...	...
	Owners of Houses, Mines, Government Securities, &c., whose income is Rs. 30,000 a year and upwards ...	2	12	...	1	...	16
	Professional men with incomes of Rs. 40,000 a year and upwards ...	...	1	...	...	...	1
	Merchants, Bankers, &c., with incomes of Rs. 50,000 year and upwards ...	...	...	...	...	...	...
Middle Classes of Society.	...	...	4	...	...	...	4
	Officers on salaries of Rs. 200 and less than Rs. 833 a month	15	30	...	6	14	64
	Ditto of Rs. 50 and less than Rs. 200 a month	14	61	...	7	33	116
	Ditto of Rs. 20 and less than Rs. 50 a month	20	33	...	11	21	85
	Ditto of less than Rs. 20 a month, such as Military Officers, Teachers &c. ...	1	3	...	2	2	8
	Holders of Lands, Mines, &c., whose income is above Rs. 300 a year ...	8	10	...	3	13	34
	The same when the income is less than Rs. 3,000 a year	22	53	0	8	9	101
	Holders of Debatwar, Brahmatar, Priatwar tenures	4	5	12	1	19	41
	Jagirdars, Ghatahs	...	...	...	...	4	4
	Barriers, Surgeons, Engineers, Attorneys, Pleadors, Clergymen, &c. ...	13	18	1	10	11	53
	Muktars, Munshis, Amlas, Writers, Mohurirs, Sarkars, Gomastas, &c. ...	21	122	4	7	56	210
	Bankers, Brokers, Banians, Gold-merchants, Money-changers, &c. ...	7	20	2	3	35	73
	Shop-keepers, Aratdars, Kyals, Apprentices	5	22	...	...	14	41
Lower Classes of Society, or "the Masses."	Government Servants on less than Rs. 20 a month, such as Compounders, Soldiers, &c. ...	...	1	...	...	2	3
	(Private) such as those named before ...	1	9	...	1	10	21
	Cultivators, Gardeners, and small ryots ...	6	9	2	...	4	21
	Petty Shop-keepers and small Dealers and Sellers, such as Pedlars, Kolo, Chunari, &c. ...	3	18	2	1	6	30
	Printers, Compositors, Pressmen, Book-binders ...	...	...	...	...	...	...
	Workers in gold and silver, ornament makers	...	8	...	...	...	8
	Potters, Stone-cutters, Masons, Idol-makers, Brick-makers, &c. ...	...	1	...	...	...	1
	Firemen, Stokers, Lower Engine-drivers	...	...	...	...	...	...
	Painters of houses, of common Pictures, Picture Framemakers, Dyers, &c. ...	...	...	...	...	...	...
	Blacksmiths, Tinmen, Braziers, Kansari	...	...	...	...	...	...
	Carpenters, Coopers, Wheelwrights, Palki-makers	...	...	...	...	...	...
	Weavers, Blanket-makers...	...	...	...	...	...	...
	Harness-makers, Shoe-makers, Hat-makers	...	...	...	...	...	...
	Tailors, Barbers, Gharamis, Farriers, Horn-breaker, Shikaries, &c. ...	...	2	...	...	...	2
	Palki-bearers, Gurwans, Syces, Coolies, Cowherds, Shepherds, &c. ...	...	1	...	...	2	3
	Itinerant performers, such as Musicians at Natches, Songsters, &c. ...	...	...	...	...	...	...
	Vagrants, such as Beggars, Fakirs, Bairagis	...	...	...	...	...	...
	Disreputable classes, such as Latials, Badmashes, Dacoits, Thieves, &c. ...	...	...	...	...	...	...
	Parentage not known	...	...	...	...	...	...
	Total	142	440	32	60	255	929

*College of Muhammad Mohsin, Hooghly, Mr. R. Thayer.*

Fees, fines, &c., collected during the year amounted to Rs. 22,829-6, showing an increase of Rs. 659-14 on the collections for 1870-71, and an increase of Rs. 2,694-6 on those of 1869-70.

The tuition fees remain the same as in past years, viz., in the college the Hindus and Christians pay five Rupees and the Muhammadans one Rupee per month. In the collegiate school the Hindus and Christians in the four upper classes pay Rs. 3 and in the lower classes Rs. 2-8 a month; the Muhammadans pay a uniform fee of one Rupee per month. In the Madrasah the fee is 8 annas a month.

COLLEGE DEPARTMENT.—On the 16th January 1872, Babu Isan Chandra Bandyopadhyay, senior Professor, who had been connected with the educational service for upwards of 36 years, and who was upwards of 55 years of age, retired on his well-earned pension.

The Revd. Lalbihari De was transferred from Berhampore to the Hooghly College as Assistant Professor: he joined his appointment on the 20th January 1872.

Students.

The following is a statement of the number of students on the rolls of the college on the 1st April 1871:—

CLASS.	Christians.	Muhamma- dans.	Hindus.	TOTAL.
Honor	...	...	1	1
4th year class	1	1	18	20
3rd " "	...	1	14	15
2nd " "	...	6	46	52
1st " "	...	13	51	64
Total	1	21	110	152

and on the 1st April, 1872:—

CLASS.	Christians.	Muhamma- dans.	Hindus.	TOTAL.
Honor	...	...	1	1
4th year class	...	2	17	19
3rd " "	...	1	14	15
2nd " "	...	16	56	72
1st " "	1	6	28	35
Total	1	25	116	142

*Reports of Colleges for General Instruction.*

or arranging them according to their religious persuasions, there were in 1871, 1 Christian, 21 Muhammadans, 130 Hindus, total 152; and in 1872 the numbers stood, Christians 1, Muhammadans 25, and Hindus 116; total 142. From which it will be seen that there is an increase of 4 Muhammadans, and a decrease of 14 Hindus. It may be noted that the difference of the number of students in the 1st year class in 1871 and 1872 amounts to 29. This diminution in numbers is, I believe, mainly due to the importance now attached to a knowledge of engineering and land surveying; and owing to this many students have been transferred to the engineering college, Calcutta.

The fees collected during the past year amounted to Rs. 7,770-11, being less than the fees collected in 1870-71 by Rs. 79-12. This is due no doubt to the diminished number of students in the 1st year class.

The expenditure was Rs. 44,860-15-1, making the monthly cost of each student Rs. 26-11-4.

The first year class, consisting of 54 students, was examined by the officers of the college; the results were generally satisfactory. All the scholarship holders were recommended to be allowed to hold their scholarships for another year.

Forty-eight students were selected to go in for the First Arts Examination, of whom 20 passed, 3 in the 1st, 6 in the 2nd, and 11 in the 3rd division: the

Ram Lal Datta, 1st grade,	Rs. 32
Ram Narayan Datta, 2nd grade,	" 25
Hari Mohan Sur, do.	" 25
Kodarnath Bhattacharyya, 3rd grade,	" 20

four students noted in the margin obtained scholarships. Of the unsuccessful candidates, 23 failed in English literature, 20 in Sanskrit, 13 in mathematics, and 16 in philosophy.

The students of this class, 12 in number, passed a fair examination.

The scholars were allowed to hold their scholarships for another year.

Eighteen students went in for the B.A. Examination; of these 7 passed, 3 in the 2nd and 4 in the 3rd division.

Of the failed candidates, 4 were plucked in English literature, 5 in the second language, 7 in mathematics and natural philosophy, 7 in mental and moral philosophy, and 4 in the optional subjects.

Akhay Kumar Sen, the holder of the Laha Graduate Scholarship, took up history for honor examination, but failed.

The graduate scholarship this year was awarded to Sasibhushan Chaudhuri, who is preparing himself for the next honor examination in English literature.

Rajendra Lal Niyogi, holder of a studentship, was struck off for long absence; the vacant stipend was awarded by the founder to Banamali Pal. The other four scholars were allowed to retain their scholarships for another year.

*College of Muhammad Mohsin, Hooghly, Mr. R. Thraytes.*

The library is in a good state, and has been freely resorted to by the students during the past year; it now consists of 6,727 volumes. Owing to the order of Government about the purchasing of books in India, very few additions have been made to it during the year.

The following is a statement of the issue of books :—

To the officers of the college	...	759 vols.
To the students of the college	...	1,787 „
To the officers of the Branch School	...	40 „
To gentlemen unconnected with the college	...	116 „
Total		2,702 vols.

**LAW DEPARTMENT.**—The following is a statement of the number of students in the law department on the 1st April 1870-71 and 1871-72 respectively :—

Students.	1870-71.	1871-72.
Christians	1	0
Muhammadans	5	12
Hindus	59	48
Total	65	60

showing a decrease of 1 Christian and 11 Hindus, but an increase of 7 Muhammadans; in the aggregate a decrease of 5.

The total amount of fees collected during the year was Rs. 3,635-12, against Rs. 3,004 of the previous year, showing a decrease of Rs. 58-4. The expenditure during the year on account of salary of the lecturer and share of office establishment, contingencies, &c., was Rs. 2,996-8-11, leaving a clear surplus of Rs. 639-3-1.

There were 8 candidates for the B.L. and 4 for the L.L. Examinations; of these only two were successful—Itaicharan Ghosh and Joges Chandra Sarkar in the L.L. Examination.

**COLLEGIATE SCHOOL.**—Mr. Cantopher, the head-master, was absent on leave on urgent private affairs from the 11th October 1871 to the 1st of March 1872. Babu Radhagovinda Das, head-master of the Howrah School, was appointed to officiate for Mr. Cantopher during his absence. Babu Radhagovinda joined his appointment for a few days, when he applied for leave for one month on medical certificate: after the expiration of that time, he obtained leave for another month on the plea of sickness; subsequently he had three months more granted him on the same plea. In consequence of the absence of Babu Radhagovinda, Babu Doarka Nath Chakravarti was appointed to officiate as head-master, and each of the masters below were promoted a step.



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In June 1871 Babu Sitanath Mukhopadhyay, 8th master, obtained leave for a period of two months : he afterwards solicited a further leave, which was refused him ; he then overstopped his leave, and ultimately his services were dispensed with. The two masters below Sitanath were each promoted a step, and Shaikh Mufzuiddin was appointed 10th master.

Students.

The number on the rolls on the 1st April 1870-71 and 1871-72 respectively were—

	1870-71.	1871-72.
Christians ...	10	11
Muhammadians...	87	100
Hindus ..	296	338
Total ...	393	449

showing an increase of 1 Christian, 13 Muhammadians, and 42 Hindus total 57. The average number of pupils on the rolls during the year was 405·7, and the average daily attendance was 330·6. The social position of the guardians of the students will be found in the statement at the commencement of this report.

The fees, fines, &c., collected during the year amounted to Rs. 11,285-9, against Rs. 10,447-2 of the previous year, showing an increase of Rs. 838-7.

The expenditure during the year was Rs. 26,222-15, giving the average cost of educating each student at Rs. 5-5-6 per mensem.

Fifty-six candidates were allowed to go in for this examination, of whom 27 passed, 6 in the 1st, 15 in the 2nd, and 6 in the 3rd division : of the failed candidates, 18 were plucked in English, 9 in Sanskrit, 9 in history, and 10 in mathematics.

The following students obtained Government scholarships, one of them, Bipin Bihari Gupta, being the first on the University list :—

*1st Grade.*

1. Bipin Bihari Gupta ... Rs. 18

*2nd Grade.*

2. Hari Prasad Gangopadhyay ... Rs. 14

*3rd Grade.*

3. Bijaykrishna Bandyopadhyay ... Rs. 10  
 4. Amar Chandra Mukhopadhyay ... " 10  
 5. Mahendra Nath Trivedi ... " 10  
 6. Ranga Lal Ray ... " 10

The scholarships created by the re-distribution of the scholarship fund, and tenable in the English Department, were awarded to—

Foundation scholarships.

*College of Muhammad Mohsin, Hooghly, Mr. R. Thwaytes.**9th Year Class.*

1.	Mirza Masum	...	Rs.	5
2.	Abd-ul Haq	...	"	5
3.	Safi-ud-din Ahmad	...	"	5
4.	Abd-ul Jabbar	...	"	5

*8th Year Class.*

5.	Mazhar-ul Anwar	...	Rs.	5
6.	Shaikh Ilahi Bakhsh	...	"	4
7.	Sayyid Irshad Ali	...	"	4
8.	Sayyid Hussain Ashkari	...	"	4
9.	Abd-ul Aziz	...	"	4
10.	Abd-ur Rahim	...	"	4
11.	Ghulam Rabbani	...	"	4
12.	Abul Husain	...	"	4

*7th Year Class.*

13.	Muhammad Mirza	...	"	5
14.	Muhammad Obaidullah	...	"	5
15.	Mabsat-ul Haq	...	"	5
16.	Badi-uz Zaman	...	"	5
17.	Abd-ul Jalil	...	"	5
18.	Dabir-ud-din Ahmad	...	"	4
19.	Shaikh Abdullah	...	"	4
20.	Dustur Ali	...	"	4

*6th Year Class.*

21.	Sayyid Abd-ul Futtah	...	"	4
22.	Sayyid Abul Bazl	...	"	4
23.	Mahdi Husain	...	"	4
24.	Mirza Anur Ali	...	"	4

*5th Year Class.*

25.	Ahmad Bakhsh	...	"	3
26.	Shaikh Ghulam Rahman	...	"	3
27.	Muhammad Ahmad	...	"	3
28.	Sabir Ali Joardar	...	"	3

*Laha Studentships.*

The following is a list of the Laha Stipendiary Studentships of the Collegiate School:—

1.	Bipin Bihari Sil	...	Rs.	3
2.	Chandrakumar Sil	...	"	3
3.	Chandi Charan Baral	...	"	3
4.	Jogindra Nath Mandal	...	"	3
5.	Bijay Chandra Chakravarti	...	"	2-8

The other classes of the school were examined by the officers of the college and branch school; the results were generally satisfactory.

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**MADRASAH.**—At the commencement of the year there were 54 students attending this institution, and at the close the number fell to 32; of the 22 students who have left the Madrasah two were transferred to the English Department, and there have been only five applications for admission during the year. This great decrease is due to the reduction in the value of scholarships, and no doubt the importance which the Muhammadans are now beginning to attach to a knowledge of English has had considerable influence on the number of applications for admission.

The average number of pupils on the rolls during the year was 37·4, and the average daily attendance 31·1. The social position of the guardians of the students is given in the general tabular statement under that head.

According to the arrangement recently sanctioned by Government, the Madrasah ought to be divided into 8 classes; there are at present only four, viz. :—

1st class	...	...	...	7
2nd do.	...	...	...	7
4th do.	...	...	...	9
7th do.	...	...	...	9

These classes are formed according to the qualification of the student. The other classes will be formed as soon as there are a sufficient number of students. An application has been made for an English teacher and a pundit, which has not yet been sanctioned.

The monthly fee is 8 annas, and the total amount collected during the year was Rs. 137-6, and the expenditure was Rs. 6,275-12-10, making a monthly cost of each pupil Rs. 9-11-7.

Tuition fees.

Scholarship Examin-  
tion.

Thirty-four candidates went into this examination, and the following 17 obtained scholarships:—

*1st Class.*

1.	Faz-ullah	...	...	Rs. 10
2.	Abdul Alim	...	...	" 10
3.	Abdul Hamid, II	...	...	" 10
4.	Rahim Bakhsh	...	...	" 10
5.	Abdul Khaliq	...	...	" 10
6.	Nujabat Husain	...	...	" 10

*2nd Class.*

7.	Abdur Razzaq, I.	...	...	Rs. 10
8.	Fazlul Haq	...	...	" 9
9.	Abdul Hamid, III	...	...	" 8
10.	Sudruddin	...	...	" 7

*3rd Class.*

11.	Tofyl Ali	...	...	Rs. 10
12.	Anjad Ali	...	...	" 8

*College of Muhammad Mohsin, Hooghly, Mr. R. Thwaytes.**4th Class.*

13. Abdul Majid, II	...	...	Rs. 6
14. Lootfur Rahman	...	...	5
15. Abdul Hadi ..	...	...	5
16. Mastansir Billah	...	...	5
17. Safiud-din Ahmad	...	...	5

The college has not been able to avail itself of the house purchased by Government more than a year ago, as the repairs have not been commenced; estimates have been drawn up by Mackintosh, Burn & Co., and also by the Public Works Department, but no further steps have been taken towards adapting it to the purposes for which it was purchased.

**HOOGHLY BRANCH SCHOOL.**—In consequence of Babu Radha-govinda Das, head-master of Howrah School, being appointed to officiate as head-master of the Hooghly Collegiate School, Babu Priyanath Ghosh, 4th master of the Hooghly Branch School, was deputed to act as 4th master of the Howrah School, and Babu Umes Chandra Das, 6th master of the Howrah School, to act as 4th master of the Branch School; this arrangement continued from October 1871 to March 1872, when the two last officers returned to their substantive appointments.

On the 31st March 1871 there were 246 students on the rolls of the school, comprising 2 Christians and 244 Hindus. On the same date in 1872 the number was 255, all Hindus, showing an increase of 9 students at the close of the year. The average number of pupils in the school during the year was 234.5, and their daily average attendance, 194.8.

The tabular statement given at the commencement of this report will show the social position of the parents and guardians of the students of this school.

The collections for the year amounted to Rs. 5,751-12, against Rs. 5,331-14 of the previous year, giving an increase of Rs. 419-14.

The following is a summary of the receipts and disbursements of the school during the year :—

*Receipts.*

Tuition fees, fines, &c. ...	...	Rs. 5,751	12	0
Government allowance ...	...	3,147	4	0
Total amount passed in the Budget				
Estimate for 1871-72	...	Rs. 8,899	0	0

*Disbursements.*

Salaries of teachers, &c. ...	...	Rs. 8,090	12	9
Contingencies ...	...	380	10	0
Total	Rs.	8,471	6	9

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The total cost for educating each pupil was Rs. 3-0-2, and cost to Government, 0-15-5.

Examination—Entrance Examination.

Nineteen students of the 9th year class were selected to go in at the Entrance Examination, of whom 8 passed, two in the 1st, four in the 2nd, and two in the 3rd division; the two students noted in the margin obtained Junior Scholarships.

The available Zemindary Scholarship of Rs. 8 per mensem was given to Nilmani Baral.

The other classes of the school were examined by the officers of the College and Branch School; the results were generally satisfactory.

DACCA COLLEGE—(Founded 1841).

*From the Report of the Principal, Mr. W. Brennand.*

Changes.

GENERAL DEPARTMENT.—No changes have occurred during the year in the college staff.

The number of students on the rolls at the end of the year was 102; of these, 99 are Hindus, only 2 are Muhammadans, and 1 is a Christian. At the end of the last official year the number on the rolls was 112; the difference shows a decrease by 10 for the year. The falling off is to be accounted for principally by the fewer admissions to the college than in former years. In comparing the admissions with each other for several years, it is observed that while the collegiate school has usually supplied its own proper share, the supplies from the surrounding schools have greatly fallen off, as will be seen from the following statement of admissions:—

YEARS.	Admissions from the Collegiate Schools.	Admissions from all other Schools.	TOTAL.
1867-68	... 14	49	63
1868-69	... 11	44	55
1869-70	... 19	34	53
1870-71	... 13	32	45
1871-72	... 15	25	40

Out of the 40 admissions at the beginning of the present session, 29 are from schools in Dacca, namely, 15 from the collegiate school, 9 from the Pogose school, and 5 from the Brahmo school, leaving only 11 from all the other zilla and aided schools.

The greater severity of the University Examinations may have had some influence in discouraging many that might otherwise have sought admission; while the many rumours that have been of late so widely circulated have no doubt had some influence upon the numbers. An uncomfortable feeling prevails that great changes are about to take place, and in the excitement and uncertainty that has been caused, which is so different from the ordinary quiet of the student's life, great

*Dacca College, Mr. W. Brennand.*

unsteadiness of purpose is exhibited. It is only those who are engaged in the actual business of teaching that can understand the difficulties of the position.

The attendance during the past year has generally been satisfactory: at the present time a great amount of sickness prevails, and the attendance is consequently not so good as could be desired.

*Attendance.*

The amount realized on account of fees and fines in the general department, for the year ending 31st March, was Rs. 6,614-4, and the expenditure has been Rs. 37,838-7-5, the corresponding amounts for the preceding year being Rs. 6,715-15 and Rs. 36,032-7-10. The cost to Government for educating each student was Rs. 25-4-2½, being an increase on the preceding year by Rs. 1-9-11. This increase has been caused partly by the increase to the salaries of the professors, according to the gradation scale, and in a less degree to the smaller number of students, 102 as compared with 112, already referred to, as being produced by a less number of admissions than in former years.

The following is a table of the social position of the students:—

PARENTS OR GUARDIANS.	Government Servants.	Statesmen.	Owner of other realized Property.	Professional.	Tradesmen.	Private Servants.	TOTLL.
Upper Class ...	.....	.....	1	.....	.....	...	1
Middle „ ...	33	32	.....	24	9	...	98
Lower „ ...	.....	.....	.....	.....	.....	1	1
Unknown ...	.....	.....	.....	.....	.....	...	2

INDIAN CIVIL SERVICE EXAMINATION.—Of the students of the Dacca College who are now in England, one, named Krishna Govinda Gupta, competed at the examination held in March 1871 for the Indian Civil Service, and was successful in passing, his name being placed the fifth on the list of successful candidates. A good report also has been received of the young man, who succeeded in gaining one of the Gilchrist scholarships, as mentioned in the last report.

UNIVERSITY EXAMINATIONS.—*B.A. Examination.*—There are 14 candidates from Dacca at this examination, 13 who were students of the 4th year class, and an ex-student. Five of them succeeded in passing, two being placed in the second division, and three in the third. Two of these young men are now studying for honors in mathematics.

Of those who were unsuccessful, three failed in English, five in Sanskrit, one in history, five in mathematics, and five in mental and moral science.

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**First Examination in Arts.**—Thirty-eight candidates went up to this examination, and nine were passed; two in the first division, one in the second, and six in the third.

Of the unsuccessful candidates, 22 failed in English, 18 in Sanskrit, 9 in history, 15 in mathematics, and 25 in logic and philosophy.

Senior scholarships were awarded to the undermentioned students:—

H. M. Percival. | Rajani Nath Gangaphadhyay.

The first and third year students were examined, as usual, by the officers of the college: one of the junior scholars who had not made fair progress during the year, was considered to have forfeited his scholarship. The progress of the first year class in mathematics, as shown by the examinations, was not very satisfactory. In addition to the senior scholarships mentioned above, a scholarship of Rs. 5 a month was awarded to a deserving third year student by a gentleman of Dacca, and two junior scholarships of Rs. 8 and 10 were awarded to students of the first year class from the Comilla school by the Rajah of Tipperah and Rajah Satya Charan Ghosal.

**LAW DEPARTMENT.**—The numbers of students in the law class for the last four years are given in the following table:—

YEARS.		Pleaderships Candidates.	B.L. & L.L. Candidates.	TOTAL.
1868-69	...	28	23	51
1869-70	...	35	26	61
1870-71	...	60	21	81
1871-72	...	55	21	76

The monthly average of students in the law classes for the year has been 72. On the 31st March the total number was 76, and of these 55 are candidates for pleaderships, and 21 are candidates for the B.L. and L.L. degrees. The total number at the end of the last year was 81, the difference arises from a small decrease in the number of candidates for pleaderships.

The amount of fees collected during the year in the law classes was Rs. 4,545, and the expenditure was Rs. 2,306-14-1; there has therefore been a saving of Rs. 2,238-1-11.

**B. L. EXAMINATION.**—Two candidates appeared at the examination for the B.L. degree, and one was successful.

At the L.L. Examination there were three candidates, and two succeeded in passing.

**PLEADERSHIP EXAMINATION.**—Sixteen students were candidates at the higher pleaderships examinations; of these ten were passed by the Local Committee, two in the second, and eight in the junior grade. The final results of this examination have not yet been published.

The following is an extract from the law lecturer's report on the propriety of abolishing the "*Vid Voca* Examination:—"

"I would here take the liberty of suggesting, for the consideration of the authorities, the abolition of the *Vid Voca* Examination by the Local Committee.

*Dacca College, Mr. W. Brennand.*

"When B.L. or L.L. candidates are not subjected to any *Viva Voce* Examination, candidates for pleadership in the mofussil may as well be exempted from this ordeal.

"Under the present system it is quite possible to find that very promising students are plucked by the Local Committee of one district, while others who are in all respects inferior to them are passed by the Local Committee of another. The questions put by one Committee may often be easier than those put by another; and it is by no means improbable that the same answer to the same question may be considered right by the one and wrong by the other.

If the *Viva Voce* Examination be not done away with altogether, I would humbly suggest that a paper containing the questions to be put, with their answers, by the Central Board of Examiners, may be sent to each Local Committee, so that the same answers to the same questions may insure success or otherwise to every candidate in every district.

• **DRAWING AND SURVEYING.**—A surveying class was formed on the 20th March, the number of students in the class being then 36; at the present time, the 22nd April, the number is 81; of these 22 are teachers in the schools of Dacca, 12 are connected with public offices, and 41 are candidates for employment in the public service. Very few of the students of the general department have joined the surveying class, for they fear the effect of any departure from the course laid down by the University upon their prospects of success at the examinations, they will therefore postpone their intention of joining the class till they have completed the course of the general department.

A class of 81 students in drawing and surveying is inconveniently large, too large indeed to be taught efficiently by a single teacher, and it is considered desirable that it should be divided into two sections, each section to be taken on three days of the week. The hours of attendance have been fixed so as to suit the convenience of those students who have to attend their offices during the day, and so as not to interfere with the general working of the college and collegiate school.

It is not yet clear what fees should be charged and which classes of students should be permitted to attend the surveying class without the payment of fees: it is hoped that these questions will be shortly decided.

The teacher of drawing and surveying has been directed to adhere strictly to the course of study for the Subordinate Executive Service, as laid down in the Notification of Government, dated 3rd October 1871.

**LIBRARY.**—No additions have been made to the library during the year, except the usual pamphlets and reports from the public offices, &c. Several indents for new books have been sent in according to the new rule that books from England should in future be purchased through the Secretary of State, but up to the present time none of the books have been received, although more than a year has elapsed since the first indent was made out. The library books are generally in good



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condition, and the duftury has been much employed in repairing such as have been worn by constant use. The room used for the library is one of the upper rooms of the college building, and there is little probability of the books being injured by white ants or damp.

**BUILDING.**—The college building has undergone the usual annual repairs, and a large number of decayed beams in the roof have been replaced by new ones.

**THE COLLEGIATE SCHOOL.**—The number of pupils in the collegiate school on the 31st March 1872 was 318, being an increase of 32 on that of the year ending 31st March 1871.

The classification of the pupils, with reference to their social position, is given in the following table:—

PARENTS OR GUARDIANS.			Land-holders.	Govern-ment Servants.	States-men.	Profes-sional.	Trades-men.	TOTAL.
Upper Class	...	...	7	...	...	...	...	7
Middle "	...	...	...	60	96	116	39	311
Lower "	...	...	...	...	...	...	...	...
Unknown "	...	...	...	...	...	...	...	...

The fees and fines collected during the year amounted to Rs. 5,239-6-0, and the expenditure to Rs. 15,211-7-6.

The total cost of educating each pupil was Rs. 4-5-4½, and the cost to Government Rs. 2-13-5½.

It should be borne in mind that there are at the present time 90 students, holders either of vernacular or free scholarships, who pay no fees. If the amount that would have been received from such pupils, had they not been free, been credited to the school, the result would have shown a less cost for the education of each student.

**Course of Study.**—The course of study of the school has been revised from time to time, to suit the changing character of the examination: the last revision occurred about a year ago, and again another revision has been made necessary by the changes limiting the teaching of Sanskrit to the first and second classes.

**Entrance Examination.**—From the first class of the school 33 were candidates for the Entrance Examination, and 19 passed successfully: 8 were placed in the first division, 10 in the second, and 1 in the third. This must be considered as a very fair result.

Of those who were unsuccessful, 12 failed in English, 3 in Sanskrit, 11 in history and geography, and 8 in mathematics.

The examinations of the other classes of the school were, as in former years, conducted by the professors of the college, assisted by some of the masters of the school, and the results were generally considered favorable.

## KISHNAGHUR COLLEGE—(Founded 1846).

*From the Report of the Principal, Mr. S. Lobb, M.A.*

## INTRODUCTION.

The Kishnaghur College was founded by Government in 1845. In the notification which was published shortly before the foundation of the college, it says:—"The Governor-General of India in Council having sanctioned the foundation of a college at Kishnaghur, in the district of Nuddea, it is hereby notified, for general information, that the college will open for the admission of pupils on the 1st of November 1845, and instruction will commence as soon after that date as possible." Captain D. L. Richardson having been appointed Principal, the college was opened on the 1st January 1846, in a house taken for the purpose, at a monthly rent of Rs. 125. The building, in which our studies are now carried on, was commenced in 1852, and completed in 1856. The total cost of this building was Rs. 66,876—a part of which, however, was defrayed by private subscriptions. The total amount subscribed by private individuals was Rs. 16,975, and out of this a sum of Rs. 6,000 was devoted to the purchase of land. The college compound consists of about 114 beegahs of land, of which about 30 beegahs were given by the Rancee Surnamoy of Cassimbazaar; and of the remainder, part was purchased from Mr. Hills, an indigo planter, and the rest was given by the Maharajah of Nuddea. In recognition of the private liberality thus manifested, a donor of Rs. 1,000 was allowed the privilege in perpetuity of placing a student at the college free of expense, and for every additional Rs. 500 that he might have subscribed, he was allowed to send an additional student. The total number of free studentships thus created was 13; they were distributed as follows:—

• The Maharajah of Nuddea •	...	...	5
Babu Bamundoss Mukhyopadhyay •	...	...	4
Babu Sumbhunath Mukhyopadhyay	...	...	1
Late Babu Chandra Mohan Roy	...	...	1
Late Babu Sree Gopal Pal Chaudhuri	...	...	2
		Total	13

The college was affiliated to the University in 1857, and the B.A. classes, which have been recently abolished, were established in 1865.

## GENERAL DEPARTMENT.

## I.—COLLEGE.

(L.) *Changes in Staff.*—Mr. S. Lobb, M.A., was appointed Principal, 22nd December 1871, after having officiated as such since the departure of Mr. A. Smith, M.A., in February 1870.

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(II.) *Number of Students.*—The number on 31st March 1871 was 116, and on 31st March 1872 it was 96, thus showing a diminution of 20. The numbers in the various classes were—

Fourth year	...	...	...	7
Third	"	...	...	12
Second	"	...	...	48
First	"	...	...	29
Total				96

I cannot account for the diminution in our numbers this year, unless it be owing to the impression that radical changes were about to be effected in the College, and to the fact that my *régime* is considered more strict than that to which the students here have hitherto been accustomed. This question of decrease in numbers will be discussed at full when I come to the School Department.

(III.) *Daily Attendance*—

During year ending 31st March 1871 the			
average was	...	...	92
Ditto ditto	31st March 1872	...	82

(IV.) *Classification.*—See Schedule accompanying this report.

(V.) *Fees and Fines*—

For year 1870-71 they amounted to	Rs.	6,639	14	0
Ditto 1871-72	ditto	...	6,019	8 0
Decrease	...	...	620	6 0

(VI.) *Expenditure*—

Total	...	Rs.	33,240	12	5
Receipts	...	...	6,019	8	0
Net	...	...	27,221	4	5

COST FOR EACH STUDENT.						Per Annum.	Per Menssem.
						Rs. A. P.	Rs. A. P.
Total	...	...	...	...	...	316 9 3	26 6 1
Net to Government	...	...	...	...	...	259 4 0	21 9 8

The total expenditure of this year (Rs. 33,240-12-5) exceeds that of last year (Rs. 33,965-3-0) by Rs. 2,275-9-5. This increase is chiefly owing to the fact that our two professors during the past year, on account of their seniority in the department, have received considerably more than the two professors attached to the College during the previous year. There is also a slight increase on account of the pay of the head-master being debited wholly to the College, whereas in 1870-71

*Kishnaghur College, Mr. S. Lobb, M.A.*

it was debited partly to the College and partly to the school: this increase, however, is only apparent, inasmuch as the amount added to the college expenditure is deducted from that of the school.

EXAMINATIONS.—(VII.) *M.A.*—Baidya Nāth Basu, B.A., of this College, passed the Honor Examination in mathematics in February 1872. He was placed in the 3rd division.

(VIII.) *B.A.*—The following table will give all necessary details:—

DIVISIONS.				Number.
I	...	...	...	...
II	...	...	...	4
III	...	...	...	1
Failed	...	...	...	11
Total				16

I may here mention that the returns published by the Calcutta University were incorrect. A schoolmaster to whom I granted a certificate was inadvertently included among our candidates, and as he failed, our performances, which were by no means good, were made to appear somewhat worse than they really were. I ascribe the indifferent result chiefly to the badness of the material; three of the candidates had failed in the previous year, and one of them had been degraded, the rest were but of a very average kind. In fact, most colleges can never expect to shine in the B.A. Examination, as the best of the students always go off to the Presidency College, and the fourth year classes are always swollen by candidates who have failed, and who are generally a drag upon the rest of the class. For this reason I feel no great regret that our 3rd and 4th year classes have been abolished.

(IX.) *First Arts Examination.*—The following table exhibits the results:—

Divisions.				Number passed.	Senior Scholarships.	Number gained.
I	...	...	...	3	First grade	1
II	...	...	...	7	Second do.	1
III	...	...	...	9	Third do.	3
Failed	...	...	...	8		
Total				27	Total	5

Thus 19 out of 27 succeeded in passing, and of these 5 received scholarships. This result I believe I am justified in describing as

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eminently satisfactory, and it is certainly a most welcome improvement upon that of last year. The principal failures were in the second language; in all the other subjects taken together we only had three failures. The causes of this success are, in my opinion, to be ascribed partly to the good material of which the class was composed, and partly to the efforts made by those who taught,—efforts which were excellent in themselves and unbroken by any change in the educational staff. The break-down of the previous year was, I am confident, due in a great measure to the constant changing of the professors. In the literature alone there had been three different lecturers, and whenever a change is made, there is some loss of time as well as a complete alteration of method.

## THE LAW DEPARTMENT.

(I.) *Number of Students*

On 31st March 1871 ...	...	...	45
On 31st March 1872 ...	...	...	26
The 36 students of 1872 are thus sub-divided :—			
Third year ...	...	...	14
Second year ...	...	...	0
First year ...	...	...	2
Pledership candidates ...	...	...	20
Total ...			36

Towards the end of 1870 a rule was adopted to the effect that students desiring to qualify themselves for degrees in law, must attend the law classes for two years after obtaining the B.A. degree, and that no student should be eligible for admission unless he were in the 4th year class of the general department. In consequence of this rule no first year class was formed in 1871. Notwithstanding this, the number of students in the law department at the end of March 1871 was 45, and this number continued, with little variation, to the end of the academical year. The reduction in the numbers this year seems to be owing to the smallness of the 4th year class in the general department; half of those who have joined are out-students, who are qualifying for the Mofussil Pledership Examination.

(II.) *Daily Attendance—*

During year ending 31st March 1871 the average was ...			
...	...	...	45
Ditto ditto 31st March 1872 ...	...	...	35

(III.) *Classification.*—See Schedule accompanying this Report.(IV.) *Fees and Expenses—*

For year 1870-71 amount was ...	Rs.	3,405	2	0
Ditto 1871-72 — ditto ...	„	2,737	4	0
<hr/>				
Decrease for 1871-72 ...	Rs.	667	14	0

*Kishnaghur College, Mr. S. Lebb, M.A.*(v.) *Expenditure—*

Total	...	Rs.	2,400	0	0
Receipts	...	„	2,737	4	0
Balance in favor of Government	...	Rs.	337	4	0

EXAMINATIONS.—(vi.) *B.L.*—The following table gives the results :—

DIVISIONS.						Number.
I	...	...	...	...	...	.....
II	...	...	...	...	...	3
L.L. Certificates	...	...	...	...	...	3
Failed	...	...	...	...	...	1
Total						7

(vii.) *L.L.*—For this examination there were 2 candidates, of whom one was successful. As will be seen from the preceding table, 3 of the candidates who presented themselves at the B.L. Examination, succeeded only in obtaining an L.L. certificate.

(viii.) *Mofussil Pledership.*—There were 4 candidates for the higher grade Mofussil Pledership Examination held in February last. The results of this Examination has not yet been published. In the Pledership Examination of 1871 there were 4 candidates from this college, of whom 3 were successful, and passed in the higher grade.

## II.—THE COLLEGIATE SCHOOL.

(i.) *Changes in Staff.*—Babu Gurudas Chattopadhyay, 6th master, was allowed, on 15th March 1872, to retire from the service upon a monthly pension of Rs. 24-0-10.

(ii.) *Number of Students—*

On 31st March 1871 the number was	...	213
„ Ditto 1872	...	195
Decrease during the past year	...	18

The decrease in numbers is chiefly in the lower classes of the school. I am told that the fee of Rs. 2 is considered too high for the 7th and 8th classes, and that consequently parents prefer to send their children to schools where the same subjects are taught as here, but

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where the fee is lower. The abolition of one of our masterships may also have influenced the numbers to some extent, by creating an impression that the school was no longer to be preserved in its ancient form; but upon this I cannot speak with any confidence. From all that I can learn, the chief cause of diminution is supposed to be what is termed my severity as to the admission of boys. When I first came here it was customary for a boy to present himself in the office, at any time of the session that he pleased, without father or guardian, without certificates or evidence of any kind as to who or what he was. He would then demand to be admitted into a certain class, and into that class he would be taken *upon trial* (as it was termed). I decidedly objected to this practice, and accordingly issued a notice that every boy when he came for admission must bring either a letter from his father or a certificate from the school he was last at, must undergo a preliminary examination, and then be posted at once to the class for which he was found to be fit. I entrusted these examinations to one of the masters, upon whose judgment and ability I could rely, and I have every reason to believe that he has discharged the duty conscientiously and efficiently. He, however, has himself informed me that there appears to be a feeling abroad that he is too strict. I ascribe the feeling not to strictness on his part, but simply to dissatisfaction created by my having broken in upon the old *laissez faire* system. I believe also that I am considered too strict in the matter of fees and fines, but I cannot allow that there is any over-strictness exercised if the rules are fairly adhered to,\* and every precaution has been taken to make these rules generally known. Attempts are so often made to elude payment, that rules must be made and strictly enforced, unless one consents to devote a large part of one's time to considering and discussing the 1,001 exceptions which are sure to arise if once a rule is deviated from, upon any but the most obviously reasonable grounds. Were it not for the loss which accrues to Government from diminution in the fees, I should not be sorry, I must confess, to find that our numbers have been thinned, although they have been thinned in a way which considerably lessens the benefit that might in such a case be anticipated—the Entrance class being still, as ever, much overcrowded, the second and third classes being fairly large, and the last five classes being disproportionately small. The boys manifestly resort to cheap and inferior schools as long as they safely can, and towards the close of their school career come and swell our upper classes for the sake of the better preparation which they will receive in them for the University Entrance Examination. So long as the upper classes are so large and the lower ones so small, it is manifest that the school is looked upon only by a select few as an institution where liberal education may be obtained and a polish given to the manners of the young students, the vast majority treating it as a mere stepping-stone to those university portals through which all must pass who are anxious

\* I have made no alteration in the amounts of the fines. I have confined myself to defining strictly the times of payment, but grace is allowed whenever there is a reasonable excuse.

*Kishnaghur College, Mr. S. Lobb, M.A.*

to secure the prizes of official or professional life. In addition to the reasons already assigned for the falling off in our numbers, two others have been communicated to me which I give for what they are worth. First, it seems to be thought that the order for abolishing the two upper classes in the College Department,—and rumour has been busy in this matter since last January,—has somewhat lowered our prestige. Secondly, there is an impression among the parents that I am not friendly to native education, while the students themselves consider me too strict and severe. My strictness, either real or supposed, has no doubt had a perceptible influence upon our members. So long as there are English schools in the neighbourhood where the discipline is laxer than ours, and where the teaching is regarded as sufficient up to a certain point, so long we can only hope to attract to our lower classes the very *élite* of the youth of the district. That my strictness has little influence when it suits the interests of the boys to obtain a superior kind of instruction, is manifest from the fact that the Entrance class is resorted to as much as ever. The idea I imagine is, that a year's study under good teachers will compensate for all previous deficiencies.

(iii.) *Daily Attendance—*

During year ending 31st March 1871 the		
average was	...	... 194
Ditto ditto 31st March 1872		... 154

(iv.) *Classification.*—See Schedule accompanying this report.(v.) *Fees and Fines—*

For 1870-71	...	...	Rs. 6,888 10 0
For 1871-72	...	...	„ 5,821 10 0
		Decrease	Rs. 1,067 0 0

(vi.) *Expenditure—*

Total	...	...	Rs. 17,216 5 7
Receipts	...	...	„ 5,821 10 0
		Net	Rs. 11,394 11 7

Cost of Each Boy.					Per Annum.	Per Menssem.
					Rs. A. P.	Rs. A. P.
Total	...	...	...	...	87 13 5	7 5 1
Net	...	...	...	...	58 2 2	4 13 6



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EXAMINATIONS.—(vii.) *Entrance*.—The accompanying table will furnish all the details at a glance:—

DIVISIONS.				Number passed.	Junior Scholarships.	Number gained.
First	...	...	...	3	First Grade	1
Second	...	...	...	8	Second "	2
Third	...	...	...	7	Third "	3
Failed	...	...	...	17		
Total				35	Total	6

The above results, I believe, may be described as fair, the number of successful candidates being somewhat over 50 per cent.

(viii.) *General Annual*.—The general annual examination of the school classes was conducted as usual by the Professors and a few of the Masters towards the close of the academical year. The reports sent in by the examiners were on the whole satisfactory. Measures were taken at this examination to test the handwriting of the boys, and I have, although with considerable difficulty, managed to get proper attention paid to the writing lessons as part of the daily work in the lower classes of the school.

(ix.) *Prizes*.—The last prizes that were distributed were those for 1869. It has been impossible to give any prizes for 1870, as the authorities in England have taken no notice of my indent which was despatched nearly a twelvemonth ago. We had a ceremony in the college last January, when the Bishop of Calcutta presided, and on that occasion the prizes ought to have been distributed, but as no books were forthcoming we had to restrict ourselves to reading out the names of the boys to whom prizes had been awarded.

(x.) *The Library*.—I have been unable to make any addition to the Library during the past year, on account of the order recently issued by the Secretary of State forbidding us to purchase in this country books which are published in England. An indent for books to the amount of about £50 was forwarded to you on the 17th June 1871, in order to be transmitted to the India Office in London. Since then I have received no intelligence of any kind about my communication, and I entertain little hope now of ever seeing the books for which I wrote. The effects of this order press very hardly upon us, professors, inasmuch as we are obliged to purchase out of our own purses all new books which bear upon the subjects we have to teach. It is manifest that when a book is merely required for a transitory and immediate object that we cannot afford to wait for it till the Greek Calends, and such books must be procured if we would not place our own students at a disadvantage with those who have studied at non-Government institutions.

*Berhampur College, Mr. R. Hand.*

As nothing has been spent upon new books, I have taken the opportunity to get many of our old ones bound; a process of which not a few were sadly in need. In all, 231 volumes have been bound, and as the work has been well done, the appearance of the Library is, I think, considerably improved. The expense thus incurred amounts to Rs. 302-10-0.

During the year 19 books and 83 reports and pamphlets have been received from the various Government offices.

*The Building.*—A considerable portion of the stone flooring has been laid down, and when the work is complete both the appearance and the utility of the building will be much improved.

*Prizes.*—A sum of Rs. 50 per annum was left to the Kishnaghur College by the late Maharajah Suttish Chandra Ray, Bahadoor, for the encouragement of English composition among the students. In order to carry out the Maharajah's wishes, I appoint annually subjects for English essays, one for the 3rd year and the other for the first year College class, and I make it incumbent upon all the students of these classes to compete. The subjects for 1871 were, for the 3rd year, "The Græcchi," and for the 1st year, "Pericles." Some very respectable essays were given in, and corrected extracts from the two best were read before the Bishop of Calcutta, when he presided at what ought to have been the prize-distribution last January. Such exercises, I know, are not of value by themselves, but they perchance stimulate a few to pay more attention to English style and idiom than they otherwise would have done.

A prize of a silver watch was bestowed last year by Baboo Mohini Mohan Ray upon the best mathematician in the college. This prize was presented to the successful competitor by the Bishop.

## BERHAMPUR COLLEGE—(Founded 1853).

*From the Report of the Principal, Mr. R. Hand.*

GENERAL DEPARTMENT.—There has been a very considerable reduction in the numerical strength of this department, mainly attributable, I am persuaded, to the abolition of the two senior undergraduate classes, effected from the opening of the present session, under the orders of Government dated the 30th June 1871. It is natural that students should prefer an institution where they can finish their studies, to one which they must leave in mid-career. The strength of the two remaining classes stands thus:—

1ST YEAR CLASS.	2ND YEAR CLASS.	TOTAL.
13	8	21

The total cost of the department has been Rs. 29,799-11-0, to credit of which are collections from fees amounting to Rs. 1,957,

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leaving its net cost to Government at Rs. 27,842-11-0, or, on the average of the year's students, Rs. 843-11-6 per annum per head.

The social status of the parents and guardians is shown in the following table :—

CLASSES.			Zemindars, Talukdars, and persons of independent Income.	Merchants, Bankers, Bania, and Brokers.	Professional persons.	Government Servants and Pensioners.	Shop-keepers.	Others.
1st Year Class	...	...	.....	.....	2	2	1	.....
2nd ditto	...	...	9	.....	5	2	.....	.....
Total	...	...	9	.....	7	4	1	.....

The results of the higher Arts Examinations have been a trifle better than in the previous year. One candidate was passed in the 3rd division at the B.A. Examination, and 4, as last year, at the First Arts Examination.

It were idle to repeat that these results are as discouraging as they were unexpected. They are doubtless attributable to the advancing pass standards assumed by the examiners, on the expediency of which I do not feel myself called upon to offer an opinion.

But few of the 1st year class were unable from illness to pass the annual departmental examination. The only junior scholar on its rolls had been ill for two or three months before; but in consideration of his very satisfactory progress until he was overtaken by illness, his scholarship was continued for another session, on condition of his sufficiently regaining health at its opening, to justify the expectation of his studying through it.

The three students of the 1st year class who attended the examination, acquitted themselves so as to show satisfactory progress.

From the break-up of the rains, at the latter end of October, to the beginning of December, this place is extremely and unusually unhealthy—a circumstance that will always tell to the disadvantage of our students in the University Examinations, which, unfortunately, are coincident with epidemic fevers here.

**LAW DEPARTMENT.**—In this department also the numbers have fallen off, attributable as well to the abolition of the higher arts classes as, early in the year, to the University regulations referred to in the last report. The numbers are as follows :—

UNIVERSITY STUDENTS.			FELLOWSHIP STUDENTS.		Out-students.	Total.
1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
.....	.....	4	5	11	.....	20

*Berhampur College, Mr. R. Hqul.*

The social status of these students is thus classified:—

CLASSES.	Ministars, Talukdars, and Persons of independent income.	Merchants, Bankers, Bania, and Brokers.	Professional Persons.	Government Servants, and Peasants.	Shop-keepers.	Others.
1st Year Class ...	.....	.....	.....	.....	.....	.....
2nd ditto ...	.....	.....	.....	.....	.....	.....
3rd ditto ...	2	.....	1	1	.....	.....
Pleadership Students ...	1	.....	6	9	.....	.....
Out-students ...	.....	.....	.....	.....	.....	.....
Total ...	3	.....	7	10	.....	.....

The cost of the department has been Rs. 2,367-11-10 and its income from fees Rs. 1,647, shewing Rs. 720-11-10 as the cost to Government, or Rs. 25-11-10 per annum per head.

There was no candidate from this college for the B.L. degree. Of 9 candidates for a license 4 were passed,—a result less favorable than in any previous year.

COLLEGIATE SCHOOL.—The numbers have again very slightly increased, being 183 against 178 at the close of the previous year. The advance has chiefly been in the upper, and the falling off in the lower forms. The tentative measure reported last year proved a failure, as it did not even cover the cost of instruction, though I had one English teacher for both the lowest classes. The missionary school fees were, even after the reduction of ours, less by one-half, and the building more commodiously situated for young children. It is therefore very naturally preferred, especially as such pupils cannot be brought under proselytizing influences. Our only plan is to charge the full fee to those who choose to come to us, who generally are the children of well-to-do parents that can afford it.

The numerical strength of the classes is shown thus:—

1st Year Class.	2nd Year Class.	3rd Year Class.	4th Year Class.	5th Year Class.	6th Year Class.	7th Year Class.	8th Year Class.	9th Year Class.	Total.
...	17	10	21	25	23	27	20	44	197

The cost of the department has been Rs. 18,607-8-10, and the fees realized are Rs. 4,589. The actual cost to Government has thus been Rs. 14,018-8-10, i.e., Rs. 79-3-2 annually for each pupil.

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The social position of the parents and guardians is as follows :—

Zemindars, Talukdars, and Persons of independent income.	Merchants, Bankers, Banias, and Brokers.	Professional Persons.	Government Servants and Pensioners.	Shop-keepers.	Others.
48	13	54	57	8	7

The Entrance Examination results have not been satisfactory. The high standard assumed caused extensive failures: at least to this only can I attribute the circumstance that but 8 of 29 students were passed; 1 in the 1st, 3 in the 2nd, and 4 in the 3rd division.

The departmental examinations showed fair results in the several classes except the 7th year, which dissatisfied me much. One boy only acquitted himself creditably. The teacher's apology, that he had bad materials, has some reason in it; but it cannot be wholly accepted. I have warned him that I shall look for decided evidence of a careful discharge of duty in the results of the next annual examination.

**SCHOLARSHIPS.**—There were two senior and two junior scholarships awarded this year to our students, the former being tenable at the Presidency College. One of the junior scholars has applied to be transferred to the same institution.

**GENERAL COST.**—The charges for the year aggregate Rs. 50,774-15-8, against which is the sum of Rs. 8,193 realized from fees and fines. The actual cost therefore to Government of this institution in all its departments, is Rs. 42,581-15-8—a sum less than the Budget grant by Rs. 13,303-15-8.

**THE LIBRARY.**—The books are in good condition, except those entered in the margin, which have been more or less injured by white ants; some so much as to be utterly useless. Under the recent orders of the Secretary of State for India, the additions to the library have been very few.

Raja Radha Kanta Dev's Sabda  
Kalpa Drum, Vols. II. and VII. Victor  
Hugo's Toilers of the Sea, 3 Vols.  
Koon's Dion and the Sibyls, Vol. II.  
La Fontaine's Fables.

**THE INSTRUMENTS.**—The instruments have been slightly added to, and after some repairs that have been effected through the Mathematical Instrument Department, they are in serviceable condition.

**THE BUILDING.**—The building has had the usual annual repairs effected, together with repairs to some parts of the flooring which had again sunk under the heavy rains of the year, but not to any great extent.

**THE DISPENSARY.**—The dispensary continues to be a great blessing, though the want of the usual annual supply of medicine, which for some unexplained cause has not yet been received, has obliged the medical officer to resort to various expedients for meeting the demands of sickness.

## PATNA COLLEGE—(Founded 1862).

*From the Report of the Officiating Principal, Mr. J. K. Rogers.*

During the year under report the average number of students in the College Department was 75·8 against 64·4 the year before, but on the 31st March there were 79 on the rolls, or 8 less than on the same date in 1871. This slight decrease is attributable to the zilla schools not having supplied the usual complement of undergraduates this year in consequence of a comparatively small number of candidates, both in Behar and Bengal, having passed the recent Entrance Examination. The Sarun school, which sent us six undergraduates last year, has not been able to furnish one this year; all its Entrance candidates, 18 in number, having failed. From the other Behar schools we have had only 6, and from Bengal 5; whereas last year 17 came from the one and 10 from the other.

Strength of the College classes.	2. The numerical strength of the four College classes stood on the 31st March as follows:—		
1st year class	...	...	21 students.
2nd ditto	..	...	39 "
3rd ditto	...	...	6 "
4th ditto	...	...	13 "
Total			79

Different races and creeds in College Department.

3. Of these, 37 were Beharis, 40 Bengalis, and 2 East Indians; and as regards creeds, 67 were Hindus, 9 Muhammadans, and 3 Christians.

4. The average daily attendance during the year was 60·9, while that of the previous year was 51·7, thus showing that an improvement had taken place in this particular.

Average daily attendance in College Department.

5. There were 6 senior and 25 junior English scholarship-holders. Of the former, 2 were of the second grade, drawing stipends of Rs. 25 a month each, and 4 of the 3rd grade, receiving Rs. 20 a month; of the latter class, 4 were of the second grade, drawing Rs. 14 each a month, and 20 of the third grade, on Rs. 10 each. One more, the Pearson scholarship-holder, receives Rs. 8 per mensem.

Scholarship-holders.

6. In the collegiate school the number of students (412) borne on the books on the 31st March, showed an increase of 51 over that (361) of the preceding year.

Number of students in the collegiate school.

7. These boys were distributed, as noted below, into 8 classes at Bankipur, with second sections of the 5th, 6th, 7th, and 8th in the city for the convenience of the community residing there, the distance, about 4

Number and strength of the school classes.

*Reports of Colleges for General Instruction.*

miles, being too great for little boys to come up every day to the collegiate school at Bankipur.

1st class	...	...	...	33 students.
2nd do.	...	...	...	28 "
3rd do.	...	...	...	30 "
4th do.	...	...	...	46 "
5th do.	{ Section A	...	...	35 "
	{ Section B	...	...	16 "
6th do.	{ Section A	...	...	40 "
	{ Section B	...	...	23 "
7th do.	{ Section A	...	...	44 "
	{ Section B	...	...	29 "
8th do.	{ Section A	...	...	57 "
	{ Section B	...	...	32 "
Total				<u>412</u>

8. Beharis constituted the bulk of the students in the School Department, on the 31st March there having been 302 of that race to 101 Bengalis, and 9 East Indians. Of these, 311 were Hindus, 90 Muhammadans, and 11 Christians: these numbers are larger than those of 1871.

9. The daily attendance averaged 315.4, against 269.6 the previous year.

10. In the School Department we had 3 minor and 9 vernacular scholarship-holders; the former receive a monthly stipend of Rs. 5 each, and the latter Rs. 4.

11. Colonel Haughton, in March last, placed the minor Rajah of Cooch Behar and four of his relatives in the collegiate school. They are little boys, and therefore joined the lower classes. Besides them, there was the grandson of Rajah Bhooop Singh in the Entrance or highest school class, and two of the sons of Syud Lootf Ali attend the classes in the city. But you will see from the following statistics that the sons of the middle classes form by far the largest proportion of our students both in the College and School Departments:—

*College.**I. Upper Classes—*

Landed proprietors with annual incomes of Rs. 20,000 and upwards	...	...	...	3
Owners of houses, &c., with annual income of Rs. 30,000 and upwards	...	...	...	1
Total				<u>4</u>

*Patna College, Mr. J. K. Rogers.**II. Middle Classes—*

Government servants	...	...	...	30
Landed proprietors, &c.	...	...	...	27
Professional men	...	...	...	16
Tradesmen	...	...	...	2
	...	...	Total	75

*School Department.**I. Upper Classes—*

Princes, nawabs, &c.	...	...	...	5
Landed proprietors with annual incomes of Rs. 20,000 and upwards	...	...	...	18
Merchants, bankers, &c., with annual incomes of Rs. 50,000 and upwards	...	...	...	1
	...	...	Total	24

*II. Middle Classes—*

Government servants	...	...	...	127
Landed proprietors, &c.	...	...	...	98
Professional men	...	...	...	76
Tradesmen	...	...	...	56
	...	...	Total	357

*III. Lower Classes—*

Government servants	...	...	...	3
Private ditto	...	...	...	7
Agriculturists	...	...	...	1
Petty tradesmen	...	...	...	12
Artisans	...	...	...	7
Vagrants	...	...	...	1
	...	...	Total	31

12. In the College Department about 5 per cent. of the students belonged to the upper classes of society and 95 per cent. to the middle. In the School Department nearly 6 per cent. were of the upper classes, 87 per cent. of the middle, and 8 per cent. of the lower.

13. The languages taught are English and the oriental languages, viz., Sanskrit, Hindi, Arabic, and Hindustani. Besides English, the study of which is obligatory, the students of the College Department are required to learn either Sanskrit or Arabic; but it is now optional with those of the School Department to take



*Reports of Colleges for General Instruction.*

up either one of the oriental classical languages or one of the vernaculars. Those that elect Sanskrit or Arabic, have also to learn either Hindi or Hindustani; but those that choose one of the vernaculars, are not required to study Sanskrit or Arabic. The four highest school classes learnt Sanskrit and Arabic till the recent order of the Lieutenant-Governor (conveyed in letter No. 1075, dated 22nd March 1872, to your address from the Under-Secretary to the Government of Bengal), was received. I have, in accordance with His Honor's wishes, discontinued the study of Sanskrit in the 3rd and 4th school classes. On the 31st March 1855 students of school classes were learning Sanskrit—143 Hindi, 44 Arabic, and 170 Hindustani; and of the College classes, 57 were preparing in Sanskrit and 22 in Arabic. From the note on the margin will be seen how many students passed in Sanskrit and Arabic in the last University Examination. It may not be out of place to mention here that some of the Hindustani books compiled by Babu Siva Prasad, Inspector of Schools in the North West, have been substituted in place of those to which His Honor objected on the occasion of his visit to the Patna College. The books adopted are written in simple and idiomatic Hindustani.

<i>B.A. Candidates.</i>	
Sanskrit ... ..	6
<i>First Arts Candidates.</i>	
Sanskrit ... ..	7
Arabic ... ..	1
<i>Entrance Candidates.</i>	
Sanskrit ... ..	10
Arabic ... ..	3

14. The result of the University Examination was, on the whole, very fair. Out of 20 candidates from the collegiate school who appeared at the Entrance Examination, 13 passed; 2 in the 1st division, 6 in the 2nd, and 5 in the 3rd. The boy (Gadadhur Sen), in the 1st division, was bracketed with one that was ninth in the order of merit, and has won a 1st grade junior scholarship. Another Patna student (a Behari) obtained a 2nd grade scholarship, and four more (two of whom were also Beharis) 3rd grade scholarships. Of 23. First Arts students, 8 passed, viz., 1 in the 1st division, 1 in the 2nd, and 6 in the 3rd. The number of successful candidates, though small, was proportionally larger than that of many other institutions. The failures were chiefly in mathematics and the second language. Eight of our students presented themselves at the B.A. Examination, 6 of whom passed, 3 being placed in the 2nd division and 3 in the 3rd. One of the former, named Siv Pratap, was a Behari, the rest were Bengalis. He makes the third native of Behar from the Patna College who has gained a Bachelor's degree.

15. According to the result of the Test Examination, all the scholarship-holders, senior and junior, were, with a single exception, entitled to retain their scholarships. The boy who failed—a first year student—had been ill; and his failure having been owing to this circumstance, he was recommended to be allowed to retain his scholarship.

16. The annual examination of the classes of the collegiate school at Bankipur and the city, was conducted by me, the professors, and the senior masters. The reading

*Patna College, Mr. J. K. Rogers.*

and oral explanation of the classes were for the most part satisfactory; but in writing they could not, as is usually the case, express themselves correctly. Professor Ewbank reported favorably of the mathematics of the senior classes, and in arithmetic the junior classes appear to have acquitted themselves, on the whole, well. The 2nd, 5th, and 6th classes did not satisfy the examiners in history; and the 2nd and the 5th classes at Bankipur also failed in geography; all the other classes, however, are reported favorably of in this subject.

17. With one exception, the examiners in the oriental languages expressed themselves satisfied with the knowledge the students possessed of those languages. The one that was dissatisfied, examined the 2nd class in Arabic, and remarked that there was great inequality in the attainments of the students, arising from boys having been admitted into the class according to a certain standard of proficiency in English, but without any reference to their knowledge of Arabic. This is true, but it is unavoidable, for the students are classified according to their knowledge of English and the subjects learnt through the medium of that language. The examiner also stated that the students had a very imperfect acquaintance with Arabic grammar. The attention of the maulvis have been drawn to this, with a view that it should be remedied.

18. On the 31st March the Law Department had 89 students, which was 2 more than in the preceding year. The average daily attendance was 62.9.

19. Those students that are studying for the B.L. degree, are usually divided, as shown below, into three classes, termed the University or B.L. classes; but those that are studying for pleaderships, into 2 classes, called the Pledership classes. At present there is no 2nd University or B.L. class, owing to a recent change in the B.L. rules, by which two out of the three years prescribed as the term of study are to count only after the B.A. Examination has been passed. The 2nd year students of the General Department have, therefore, not joined the Law Department as before; hence the disappearance of the 2nd University class in the Law Department.

*University or B.L. Classes.*

3rd year class	...	...	2
2nd ditto	...	...	0
1st ditto	...	...	9
Total			11

*Pledership Classes.*

2nd year class	...	...	39
1st ditto	...	...	39
Total			78

*Reports of Colleges for General Instruction.*Nationalities and creeds  
of the Law Department.

The following table represents their nationalities and creed :—

Beharis	...	...	...	...	57
Bengalis	...	...	...	...	30
Europeans	...	...	...	...	2
					—
			Total	...	89
					—
Hindus	...	...	...	...	69
Muhammadians	...	...	...	...	17
Christians	...	...	...	...	3
					—
			Total	...	89

Social position of the  
law students.

Their social position was as follows :—

<i>I. Upper Classes.</i>				
Government servants with salaries of Rs. 10,000 a year and upwards	...	...	...	1
<i>II. Middle Classes.</i>				
Government servants	...	...	...	37
Landed proprietors, &c.	...	...	...	22
Professional men	...	...	...	25
Tradesmen	...	...	...	4
Total				88

The course of instruction during the last session was the same as that of previous year.

Seven students competed at the recent B.L. Examination. Two were successful in gaining that degree, and two others obtained the certificate of licentiate of law. One of the former, a young man, named Chandra Mohun Chukravarti, was placed along with another candidate first in the order of merit in the general list.

Fourteen candidates went up to the Pleadership Examination from this College, but the result is not yet known.

Other details of the Law Department are given in the report of Babu Novin Chandra Dey, the law lecturer, a copy of which is herewith forwarded.

Each student in the College Department has to pay an admission fee of Rs. 5, and a monthly fee of the same amount for his education.

**Tuition fees.**

In the Law Department the same charges obtain, but there is a graduated rate of schooling fees in the Collegiate School, and there is no admission fee. The 1st and 2nd classes pay Rs. 3 a month, the 3rd and 4th classes Rs. 2-8, the 5th class Rs. 2, the 6th class Re. 1-12, the 7th class Re. 1-8, the 1st division 8th class Re. 1-4, and the 2nd division 8th class Re. 1

*Patna College, Mr. J. K. Rogers.*

The fees collected during the year under report amounted to  
 Amount of fees collected during the year. Rs. 4,840-13-11 in the College Department, and Rs. 8,529-0-3 in the School Department, and Rs. 5,445 in the Law Department. The year before the collections were Rs. 4,021, Rs. 7,437-7-9, and Rs. 8,230 respectively.

The total expenditure for the year ending 31st March was  
 Expenditure during the year. Rs. 27,833-4-5 in the College Department, Rs. 27,797-4-3 in the School Department, and Rs. 2,400 in the Law Department.

During the year the College Department, therefore, cost Government Rs. 22,992-6-6, and the School Department Rs. 19,268-4-0; while the Law Department not only paid its own expenses, but yielded a surplus of Rs. 3,045.

The total monthly cost of educating each pupil in the College Department is returned at Rs. 30-9-7, that of the School Department at Rs. 6-2-4, and that of the Law Department at Rs. 2-7-9. The actual cost to Government is given at Rs. 25-4-5 for the College Department, and Rs. 4-4-4 for the School Department. The Law Department does not cost Government anything. The education of each student of the College the year before that under report, stood Government Rs. 32-0-3, and that of each boy of the school Rs. 4-6-4. The cost has, therefore, decreased in both departments.

Several temporary changes took place in 1871-72 in the instructive staff. Mr. McCrindle, the Principal, went away to Europe in June, on sick leave, for a year, and I was appointed to officiate for him. Babu Raj Kissen Mukurji joined the College in July as lecturer in philosophy. In December his connection with the College ceased, and Professor Carnduff was transferred from the Berhampur College to this, and entered upon his duties here on the 29th January last. In the School Department some changes occurred in 1871-72. In July the official designations of the officiating head and officiating 2nd master were changed by His Honor the Lieutenant-Governor to those of officiating assistant professor and officiating head master respectively. This measure involved a transfer of superintendence from the former of those officers to the latter, as the supervision of the Collegiate School has always been entrusted to the head-master: there was, however, no change in any other respect. Mr. Behrendt, the Assistant Professor, who was in Europe on sick leave, returned and resumed charge of his office from the 1st November last. Soon after the College re-opened in January, Mr. Tiery, the 3rd master of the Collegiate School, obtained two months' leave of absence without pay, and in February Mr. Phillips, the present head-master, also obtained leave on private affairs for three months: both have rejoined their posts. In February, also, Munshi Khyraddeen, 4th Urdu teacher, being superannuated, retired from the service, and was succeeded on the 21st March by Maulvi Saad Ma-

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Hossein. Babu Denobundhu Gangoli, 8th master of the Collegiate School, resigned his appointment in March for the purpose of practising as a pleader. His place has been filled by Babu Siv Protap, B.A., who entered upon his duties on the 22nd March.

The professorial staff consists of a principal, two professors, and an assistant professor. The time of the last mentioned officer is equally divided between the College and School Departments. The school staff consists of a head-master and 11 assistant masters, 4 of whom do duty in the city school. There are also four maulvis for Arabic and Urdu, and a professor of Sanskrit, and three pundits for Sanskrit and Hindi. The Law Department has a lecturer.

In conclusion I have the pleasure to state that I have always had ready and valuable co-operation from the professors and law lecturers, and that the masters of the School Department have for the most part discharged their duties satisfactorily.

**LAW DEPARTMENT.**—The following report is given by Babu Nobin Chandra Dey, the law lecturer :—

The number of students on the rolls of the department on 31st March 1872 was 89, showing an increase of 2 on the return of the preceding year.

There is no 2nd year class of the B.L. students in the present session. This is owing to the change made by the University in the B.L. regulations, whereby candidates qualifying themselves for the B.L. Examination are required to study law for at least two years out of the three prescribed by the B.L. Course, after passing the B.A. Examination. This has caused the absence of an entire class in the Law Department during the current session, and a consequent falling off in the number of the B.L. students as compared with the returns of preceding years. The gap will, however, disappear in two years.

The plan of instruction during the last session was similar to what was pursued in the previous years.

The routine of lectures conformed to the programme prescribed by the Director of Public Instruction by his letter dated 23rd July 1866. Three separate courses of lectures, on as many different subjects, were delivered all along throughout the year; two of these being on subjects common to the B.L. and Pleaderships courses, were attended by the candidates for Pleaderships along with the B.L. students; the third being reserved for the latter, was attended exclusively by them. The 1st and 2nd year Pleaderships classes attended lectures along with the 2nd and 3rd year B.L. students respectively. Lectures were delivered daily, two days in the week being devoted to every subject.

Seven students of the Patna College appeared at the last University Law Examination. Two of these passed as Bachelors of Law and two as Licentiates. One of the passed B.L. candidates, viz., Chandra Mohun Chukravarti, stood so high as to be one of the two students that were first in order of merit in the general list. Fourteen students presented themselves from the Patna College at the last Pleaderships Examination, twelve before the Patna Committee, and two at Bhagulpur. The result of the examination has not as yet been published.

## ST. XAVIER'S COLLEGE—(Founded 1860—Aided 1865).

*From the Report of the Rector, the Very Reverend E. Lafont, S. J.*

Having but recently been appointed to the Rectorship of this Institution, I shall naturally be brief in my first report, though I may say that, as far as I can judge, College and School Departments of St. Xavier's were in a very flourishing state when handed over to me by my zealous predecessor, the Rev. H. Depelechin, whom ill-health has compelled to seek a change in Bombay. It is with the greatest pleasure that I seize on this opportunity to render him the well-deserved testimony due to his devotedness and untiring zeal in the management of the College during his seven years of office.

**NUMBER OF PUPILS.**—The total number of pupils in both departments was, at the close of last year, 509, showing an increase over last year of 42 boys. The average daily attendance was 445.

These were distributed as follows:—

College Department	...	...	36
Upper School	...	...	317
Lower School	...	...	78
Infant School	...	...	78
Total			509

Of these 130 were boarders, and 379 day-pupils; 442 were Christians.

**EXAMINATIONS.**—We have every reason to be well pleased with the result of the University Examinations; out of the 10 candidates for Entrance, eight passed successfully—four in the 1st, four in the 2nd division. The two candidates for the First Arts passed one in the 2nd, the other in the 3rd division. Finally, from four students who presented themselves for the B.A. degree, three were admitted.

**SCHOLARSHIPS.**—The number of Government Scholarships tenable in St. Xavier's was originally four, awarded to the four students placed in the 1st division: one of them, Amadeo Chiodetti, holding a 1st grade Junior Scholarship of Rs. 18; the others of Rs. 10. Of these, however, one was transferred, at the request of the holder, to the Patna College, and one was not claimed, the student entitled to it having gone back to his native country. Besides, two scholarships of the Madrasa were made tenable in our College in favour of the holders who joined St. Xavier's from the beginning of this year.

The course of studies was the same as on the preceding years, with one slight alteration only, viz., that the lectures on physical science and chemistry, instead of being optional, have been made obligatory for all the students attending the College Department. These lectures (three hours of physics, one hour of chemistry, weekly) are chiefly of an experimental nature, and intended to render the course of mixed mathematics more useful and intelligible. I may here be permitted to mention, with gratitude, that our much lamented Governor-General testified of the interest he took in our efforts for the diffusion of the knowledge of physical science, by presenting the Professor of

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the College with a very nice model of the horizontal steam engine, hoping, as His Excellency said, that it might be of use for illustrating our lectures.

Some steps are now being taken to place the teaching of chemistry on an equally good footing; but we regret that an application for a small grant-in-aid from Government for that purpose could not be entertained on account of the present state of the educational funds.

We sincerely hope to meet with better success at some future time.

**FREE CHURCH COLLEGE—(Founded 1830—Aided 1864).**

*From the Report of the Principal, the Rev. J. Murray Mitchell, M.A., LL.D.*

**ATTENDANCE.**—The number of pupils on the rolls at the end of the year was 107. In the various classes the numbers were as follows:—

M.A. Class	...	...	6
Fourth year Class	...	...	21
Third " "	...	...	12
Second " "	...	...	44
First " "	...	...	24
Total			107

The average number on the monthly rolls was 122.

The number attending the institution, including both college and school, on the 31st March was 869.

**FEES.**—The amount realized from fees between 31st March 1871 and 31st March 1872, was Rs. 5,920-14-0. (In the School Department the fees amounted to Rs. 9,005-7-0.)

**EXPENDITURE.**—The current expenditure during the year was Rs. 22,400.

**GOVERNMENT SCHOLARSHIPS.**—The highest number of scholarships, senior and junior, held during the year, was 8. The whole amount drawn was Rs. 1,104-1-11.

**UNIVERSITY EXAMINATIONS.**—At the Entrance Examination 20 passed, 3 in the first division, 12 in the second, and 5 in the third. At the First Examination in Arts 11 passed, 2 in the second division, and 9 in the third. At the B.A. Examination 11 passed, 4 in the second division, and 7 in the third. At the Honor and M.A. Examination four went up in English literature, one in history; all passed, 3 in the Honor list.

Since the commencement of the University Examinations, 237 of this college have passed the Entrance Examination, 160 have passed the F.A., 83 the B.A., and 11 the M.A. Examinations.

There is little new in our college arrangements this year, except that we have made an earnest attempt to secure a systematic plan of testing, and aiding, the progress of the students by written exercises.

*General Assembly's College, the Rev. R. Jardine, B.D., Sc.D.*

This is done more or less in all the branches of study, but especially in English, Sanskrit, and Bengali. The alumni of our colleges generally have more knowledge than power of expression. On the other hand the University is disposed to put greater stress than ever on correct composition. We shall be disappointed if the result of the arrangements we have made be not that a larger proportion of our pupils shall pass the University examinations in languages.

PRESENT STAFF.—Rev. J. M. Mitchell, M.A., LL.D.; Rev. J. Robertson, M.A.; M. Mowatt, Esq., M.A.; Babu Kali C. Banerji, M.A., B.L.; Babu Umes C. Chaturji; Babu Panchanan Ghosh; Pandit Braja N. Sarma; Pandit Banesvar Sarma.

The Rev. K. S. Macdonald left India in the beginning of December; Mr. Robertson arrived in the end of October.

## THE GENERAL ASSEMBLY'S COLLEGE—(Founded 1830—Aided 1865).

*From the Report of the Principal, the Rev. R. Jardine, B.D., Sc.D.*

I. ATTENDANCE.—On the 31st March 1872, the number of pupils in the rolls of the School and College Departments was 956.

In the College classes the numbers were as follows:—

First year Class	...	28
Second year „	...	30
Third year „	...	12
Fourth year „	...	19

## II. UNIVERSITY EXAMINATION.—

1. At the Entrance Examination 19 were passed; 4 in the first division, 10 in the second, and 5 in the third. Those who passed in the first division, obtained scholarships; 3 at Rs. 14 per month, and 1 at Rs. 10.
2. At the First Examination in Arts 4 passed; 1 in the first division, 1 in the second, and 2 in the third.
3. At the Bachelor of Arts Examination 7 passed; 1 in the second division, and 6 in the third.
4. One of our graduates of last year took the degree of Master of Arts, the subject being English.

III. SCHOLARSHIPS.—The following Government scholarships are held by students of this College:—

1 Law's Foundation Scholarship of Rs. 20 per month.	
4 Scholarships	of „ 14 „ „
4 ditto	of „ 10 „ „
8 Junior Scholarships.	

In addition to these scholarships, the sum of about Rs. 50 per month has been awarded from the funds of the College as scholarships for proficiency at the College quarterly examinations; many prizes were given also specially for proficiency in Scripture knowledge. Amongst others may be mentioned Lord Napier's prize, awarded by His



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Excellency the Commander-in-Chief for the best essay on "The meaning of the Book of Job."

IV. FEES.—In the School Department the income from fees amounted to ... .. Rs. 9,525 5 6  
And in the College Department to ... .. ,, 3,247 8 0  
Making in all ... .. ,, 12,772 13 6

The whole monthly cost of educating each student in the College Department was Rs. 16-14-6, the cost to Government being Rs. 5.

INSTRUCTIVE STAFF.—Rev. Dr. R. Jardine, Principal and Professor of Logic and Philosophy; James Wilson, Esq., Professor of English Literature; Babu Gauri Sankar De, M.A., Professor of Mathematics and Natural Philosophy; Babu Kertic Chandra Mitra, M.A., Professor of History; Pundits Bireswar Vidyaratna and Haris Chandra Tarkalankar.

## CATHEDRAL MISSION COLLEGE, CALCUTTA—

(Founded 1865—Aided 1865).

*From the Report of the Principal, the Rev. S. Dyson.*

1. The College staff at present is constituted as follows:—Rev. S. Dyson; Rev. A. P. Neele; Rev. C. Baumann, Ph.D. (Berlin); Rev. E. K. Blumhardt, B.A. (Cambridge); Rev. S. T. Leupolt, B.A. (Cambridge); Rev. G. D. Maitra; Babu G. B. Mukhyoji, M.A. (Calcutta); Pundit K. C. Banurji, B.A. (Calcutta); and Pundit K. N. Bhattacharji.

Mr. Willson's engagement with us as Professor of Mathematics having terminated in December 1871, the Rev. S. T. Leupolt, B.A., came out from England to take his place. Mr. Willson's services in the College were appreciated by the students, and unquestionably a considerable share of our success in the last University Examinations is due to his painstaking and efficient teaching.

ATTENDANCE.—The number of students on the rolls on the 31st March was 93. This is a slight decrease of the number in preceding years. It is attributable partly to our limiting the admissions in the first year class to prevent its being overcrowded, and partly to our strict enforcement of the rule of charging the full fee of Rs. 5 to all students indiscriminately. This diminishes the number in our second and fourth year classes, for it practically drives failed students away to other Mission Colleges in Calcutta, in which they are only charged half fees.

The distribution of the students among the different classes is shown in the following table:—

1st year Class	...	...	...	30
2nd ditto	...	...	...	24
3rd ditto	...	...	...	26
4th ditto	...	...	...	13
				—
Total	...	...	...	93
				—

*Cathedral Mission College, Calcutta, the Rev. S. Dyson.*

**EXAMINATIONS.**—The number on the rolls in the second year class at the time of the Test Examination was 38, of these 28 received certificates, the rest either did not appear in the Test Examination, or appeared and failed. Of these 28 candidates, one did not present himself in the examination hall, and of the rest, 15 passed; 1 in the first grade, 4 in the second, and 10 in the third grade. Out of the 15 successful candidates, two were failed students of the previous year, and two were third year students who were prevented attending the University Examinations through sickness. Government senior scholarships were awarded to two of these students; one in the 2nd grade and one in the 3rd. Another candidate was admitted into the examination hall as an ex-student and failed. He was rejected at our Test Examination, and I have no recollection of having given him a certificate. Our fourth year class numbered nine students, and all of them went up to the B.A. examination. Seven out of the nine were successful; three in the second grade and four in the third. Of these seven candidates, only one, who passed in the second grade, was a failed student. I gave a certificate also to a failed student who had been employed during the year as a teacher. He passed in the second grade.

These, on the whole, satisfactory results are attributable, I think, not so much to any special excellence in the instruction imparted as to the exceptionally superior ability and steady diligence of the students comprising these two classes. Those who are very successful in the higher University Examinations, are, as a rule, those who have passed in the first grade in the Entrance Examinations. The vast majority of the Government scholars, both senior and junior, that is, the very best students of their year, join the Presidency College, and a very small sprinkling indeed of first class students are to be found in Mission Colleges; and though our students vary in quality very much from year to year, yet the greater part of them always are very second-rate material. Classes so constituted necessitated severer labor with less profit upon the professor, and also keep back the few more promising students from making such rapid progress as they would in classes whose average mental calibre is greater. At present the number of Government scholars in the College is only six, distributed as follows:—in the lower department one, in the 2nd year class; and in the higher department five, in the 3rd year class. I expect that some, if not most of these, will transfer their scholarships to the Presidency at or before the end of the year.

**M.A. Examination.**—We had no M.A. candidates. Our arrangements do not easily admit of the effective management of such classes, and I have generally discouraged their formation.

The money drawn by the College from Government on account of scholarship was—

.. Junior scholarships	...	Rs. 139 11 0
• Senior do.	...	„ 350 13 3
Total	...	Rs. 490 8 3

*Reports of Colleges for General Instruction.***LONDON MISSION COLLEGE, BHOWANIPUR—(Founded 1866—Aided 1867).***From the Report of the Principal, the Revd. W. Johnson, B.A.*

At the close of last session, the Revd. J. P. Ashton, M.A., who had been for some time absent in England, returned to Calcutta, and from the commencement of this year resumed his connexion with the Institution.

Before the opening of the present session, the missionaries connected with the Institution were led to consider whether it was desirable to maintain the third and fourth year classes of the College. The first and second year classes had always been well attended, but the experience of the missionaries during the period the College had been in existence, led them to conclude that only a very small number of students could be expected to attend the two higher classes, while for these few students the demand on the attention and strength of the missionaries must necessarily be very great. The Bhowanipur suburbs not furnishing many higher students, and of these the greater part desiring to attend the law lectures at the Presidency College, the situation of our College was unfavorable to our securing good third and fourth year classes.

It was, therefore, resolved to request the sanction of the Director of Public Instruction to a grant-in-aid for a reduced establishment. This sanction having been obtained, the two higher classes ceased at the end of the year 1871. It was hoped that this change would have the effect of increasing the numbers attending the first and second year classes. This hope, however, has been disappointed; the number of students in the first year class being less than half of what it ever was before. We hope that by the time another session commences, this class will at least regain its former numbers. The number of students on the roll on the 31st March was in the second year class 23, and in the first year class 9.

**UNIVERSITY EXAMINATION.**—Twenty-five students were sent to the Entrance Examination, of these 18 passed; 5 in the 1st division, 12 in the 2nd, and one in the 3rd: second grade scholarships were awarded to four students, and one obtained a third grade scholarship. Fifteen students were sent to the First Arts Examination, of whom two passed in the 3rd division, and one in the 2nd. It may be proper to state that of those who were unsuccessful in this latter examination, several failed in one subject only.

**FEES.**—The year's income from fees amounted to Rs. 2,145-8-6.

*Colleges for Special Instruction.***CALCUTTA MADRASSAH—(Founded 1781).***From the Report of Mr. J. Sutcliffe, M.A.*

**ARABIC DEPARTMENT.**—The annual examination was held in May, the questions being framed upon the standards in force before the introduction of the scheme of studies recommended by the Madrasah Committee. The scholarships awarded upon the result of the examination were twenty-six in number, varying in value from Rs. 5 to 10 according to the scale laid down in the report of the Committee. The following gentlemen conducted the examination:—

Moulvi Muhammed Mazhar, in law.

” Obaidullah, in logic, rhetoric, and grammar.

” Kabiruddin Ahmad, in literature and translation.

In June, the Madrasah Committee made a report of the measures considered necessary in order to carry out the reforms recommended by the Committee appointed in July 1869, and in August, Government sanctioned the introduction of these measures “as coming from a Committee of great weight and experience,” and therefore deserving of a full and fair trial. The Ramazan vacation began on 14th November, and on my proposal, the introduction of the new scheme was deferred till the Institution re-opened on 18th December; meanwhile the students were examined by the head moulvi, with a view to their being placed in classes for which, under the new scheme of studies, they were fit. Two teachers of English and one of Bengali having been appointed during the vacation, the department opened on 18th December and entered upon the course of instruction prescribed by the Committee. It would have been impossible for the students to go through the new Arabic course in six months, and it was therefore decided that the annual examination of the Arabic department should in future be held in November or December, instead of May, and that the scholarships awarded in May 1871 should be tenable till 31st December, 1872.

The number of students on the rolls on 31st March 1871 was 119, and the number on 31st March 1872 was 82, showing a considerable decrease in the course of twelve months. The number of withdrawals during the last three months was 52, and the number of admissions 27. No doubt the falling off in the number of students is to be attributed to the introduction of the new scheme of studies, but the scheme should not, I think, be condemned on that account. Having acted as a member of the original commission of July 1869, I remember how unanimous the students then were for the introduction of English side by side with Arabic, and nothing has since occurred to cause me to think that the Committee and Government acted unwisely in deferring to the wishes then expressed. A petition signed by almost all the students was received by me a short time ago, asking that some relaxation of the present course should be made, and this is now under consideration; but whatever relief is given, it should, I think, be in the Arabic course. The scheme has not yet had a fair trial; but, speaking

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from what I have observed of its working so far, I am disposed to think that on no account should the instruction in English be discontinued or diminished.

A classification of the boys according to social position gives the following result:—

Officers on salaries of less than Rs. 20 a month, such as teachers, amlas, &c. ...	43
Holders of lands, Government securities, houses, &c., whose income is less than Rs. 3,000 a year ...	33
Bankers, brokers, banians, gold merchants, money-changers, &c. ...	6
Total ...	82

The following is the new course of Arabic prescribed for each class:—

*1st Class.*—Sullam, whole; Musullam, whole; Shifai, first half; Hidayah, five chapters; Makamat Hariri, first half; Mutawwal, as much as printed.

*2nd Class.*—Mutanabbi, first half; Mukhtasir-i-Maani, second half; whole of ~~Tawarikh Mir~~ whole; Tarikhul Khulafa, second half; Hidayah four chapters.

*3rd Class.*—Nurul Anwar, second half; Mukhtasir-i-Maani, first half; Sharhi Vikaya, seven chapters; Qutbi, second half; Sabai Muallakat, whole; Tarikhul Khulafa, first half.

*4th Class.*—Law of Inheritance, whole; Sharhi Mulla, second half; Nurul Anwar, first half; Ajabul Ujab, first half; Qutbi, first half; Sharhi Vikaya, five chapters.

*5th Class.*—Sharhi Tahzib, whole; Sharhi Mulla, first half; Anwar Suhaili, two chapters.

*6th Class.*—Kafiah, whole; Mizani Mantiq, whole; Fusul Akbari, second half; Nafhat-ul-Yemen, first chapter; Akhlaki Muhsini, first twenty chapters.

*7th Class.*—Hidayat-un-Naho, whole; Fusul Akbari, first half; Nafhatul-Yemen, half of first chapter; Sharhi Miat, whole; Gulistan, four chapters.

The expenditure on this department, including the amount paid for scholarships, was Rs. 12,830-7-10½, and the receipts were Rs. 505-8.

ANGLO-PERSIAN DEPARTMENT.—The number of students on the rolls of this department on 31st March was 341, against 335 at same date of 1871. The fees collected during the year amounted to Rs. 4,033-3-6, and the expenditure (including the payment on account of scholarships) was Rs. 22,012-10.

A classification of the boys, according to the social position of parents and guardians, gives the following result:—

Belonging to upper classes of society	...	3
Do. to middle ditto	...	338

*Calcutta Madrasah College, Mr. J. Sutcliffe, M.A.*

The abolition of the Sherafat Namah has not caused a single withdrawal from the school, nor, strange to say, has it increased the admissions, as it might have been expected to do.

The following is Mr. Blochmann's report on the school :—

"I have the honor to report on the progress of the Anglo-Persian Department, Calcutta Madrasah, during 1871, as follows :—

"The session opened with 283 boys, and reached in April a maximum of 346, which fell in November to 264.

"The present session (1872) opened with 264 boys, which number up to date (15th April) has increased to 350. I trust the abolishing of the Sharafat Namah will be productive of a permanent increase in the number of our boys. At present the number of Muhammadan students, both in public and private institutions, bears no proportion to the Muhammadan population of Calcutta.

"The variations during the year in the number of boys I consider excessive, though, for the last seven years, the rate of variation has been constant. I attribute this to the large number of 'boys, without guardians,' who come from the pofussil to Calcutta. Of the 350 students now on our rolls, 187 have their parents in Calcutta, 108 live with relations or friends, and 55 live by themselves. These items show that a large number of our boys pursue their studies in Calcutta without that guidance and home influence which, on account of their youth, they should have. Even those who have their parents here, live often separate from them, or brothers live with different mothers, and are thus prevented from mutually assisting each other. In Hindu families, on the other hand, there are elements of cohesion and subordination, which afford young lads every possible guidance and encouragement to work; and the assistance which elder brothers or relatives give the younger members of the family, goes far to account for their successful progress in English education. I have failed to recognize in Muhammadan boys, as compared with Hindu lads, a less degree, or deficiency, of comprehensive powers: the difference lies wholly in this, that Muhammadan boys are mostly left to themselves at an age when neither the desire nor the power of constant application has been created in them. Hence the numerous withdrawals in our higher classes. In the first three months, for instance, of the present year, during which the number of boys on the rolls increased from 264 to 350, the number of students in the second and third classes decreased from 26 to 22, and from 54 to 49, respectively. This has been the case every year. It is to be hoped that the scholarships which are now given in the highest classes will prevent withdrawals, and induce the boys to go on with their studies.

"How rapidly the power of application decreases in our lads, may also be seen from the fact that even those who stand high in the Entrance Examination and carry off Government scholarships, fall off in the higher examinations. Thus, two Madrasah boys who had passed in the first division at the Entrance, failed at the last Middle Examination.

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"I allow no opportunity to pass away of persuading parents and guardians to supplement the education given in school by a more thorough supervision at home.

"The annual examinations for 1871 were held in the first week of November, as the Ramazan commenced on the 14th of that month. The results are satisfactory. Dr. Robson, of the Presidency College, examined the 2nd, 3rd, and 4th classes in English, history, and geography; and Mr. Griffiths, of the Engineering College, examined the same classes in mathematics. The lower classes, from the 5th downwards, were examined by me in all English subjects; Maulvi Zulfakar Ali examined in Arabic; Maulvi Kabiruddin Ahmed in Persian and Hindustani; and Pundit Joy Gopal Surma in Bengali. The two higher classes were examined by written papers.

"Dr. Robson reports as follows: 'In English, 4 of the 12 boys of the second class pass well, 1 gets pass marks, and 7 fail. Most of those who fail, answered the grammatical questions in a satisfactory manner. Their failure is due to their inability to paraphrase or explain the passages prescribed. An important part of the examination in English must always consist of paraphrasing; for there is no other way in which a candidate's knowledge of the meaning of the author can be tested. In this view I consider the deficiency which I have noted above as deserving of attention.' In history 8 boys, and in geography 11 boys, passed out of the 12. In mathematics 6 boys passed; Mr. Griffiths found the whole class deficient in Euclid.

"In the 3rd class Dr. Robson passed 21, and in history and geography 22. Out of 30, Mr. Griffiths passed 18 in mathematics. Dr. Robson says: 'The paraphrase of the prescribed passages was badly done in every case; but taking into consideration the early stage of their studies, I have not given a high value to this part of the examination.'

"Regarding the two sections of the 4th class, Dr. Robson reports: 'I was particularly pleased with section A. of this class. They parsed for the most part with readiness and correctness. They appeared to be well drilled in geography, and showed great readiness in finding places upon the map. They seemed to have committed the history to memory, from which it was evident that much pains had been taken with this subject. Section B. is, as a whole, much inferior to Section A. If no selection of the more advanced boys has been made for A., the teaching in B. must be inferior.' Mr. Griffiths passed all boys of Section A. but one, and in Section B. 12 out of 21, in mathematics; but he remarks that the back rules should have been better revised.

"The lower classes did better than the upper forms—a circumstance which has been every year noted by the examiners. The boys of the 7th and 8th classes, in particular, did very well.

"Of the 14 boys that were sent up for the Entrance Examination, one fell sick on the first day; of the remaining 13, 7 passed, *viz.*, 1 in the 1st division, who received a Government scholarship, 2 in

*Calcutta Madrasah College, Mr. J. Sutcliffe, M.A.*

the 2nd, and 4 in the 3rd division. There were 2 failures in English, 2 in Arabic, 2 in history and geography, and 2 in mathematics.

"The recent orders which make oriental languages optional, have been carried out. Thus of the 25 students of the 1st class, 14 by their own choice read Arabic, 2 Persian, 4 Hindustani, and 5 Bengali. In all classes attention is paid to fluency in speaking and writing the vernaculars. The text books used by the boys are as simple and pure as can be obtained."

**COLINGAH BRANCH SCHOOL.**—There were 129 boys on the rolls of the school on 31st March 1871, and at the same date this year 124. The establishment of this school was considerably reduced in May last, and from 1st June the sanctioned monthly expenditure has been Rs. 263 instead of Rs. 800, as formerly. During the current year it is expected that a grant of Rs. 200 a month from Government will be sufficient to carry on the school efficiently on its reduced footing. Babu Nandalal Das examined the school in November, and the result was not very satisfactory. Another year's trial will probably show whether it is worth while keeping up the school, even on its present reduced scale.

The fees collected during the year were Rs. 684-10, and the disbursement Rs. 3,925-3, making the total monthly cost of each boy (average number on the rolls having been 107) to Government amount to Rs. 3-0-10.

The following is a classification of the boys according to the social position of parents:—

Officers on salaries of Rs. 200 and less than Rs. 833 a month	...	1
Holders of lands, mines, houses, Government securities, &c., whose income is less than Rs. 3,000 a year	...	20
Barristers, surgeons, engineers, attorneys, pleaders, clergymen, gurus, mallas, kazis, higher artists, &c.	...	2
Mukhtars, munshis, amlas, writers, sirkars, surveyors, pundits, village school teachers, &c.	...	13
Shop-keepers, aratdars, kyalls, apprentices	...	41
Total of middle classes		77
Government servants on less than Rs. 20 a month, such as compounding, soldiers, chaukidars, peons, cooks, sycces, khitmatgars, &c.	...	40
Potters, stone-cutters, masons, idol-makers, brick-makers	...	3
Tailors, barbers, gharamis, farriers, midwives, &c.	...	2
Total of lower classes		47
Total		124

The above return shows that the school is largely resorted to by boys higher in the social scale than it was intended for.



*Reports of Colleges for Special Instruction.***MEDICAL COLLEGE—(Founded 1835).***From the Report of the Officiating Principal, Dr. D. B. Smith.*

This College has now completed its 37th session.

During the past year several important changes have occurred as regards the professorial staff of the institution.

On the 30th May 1871 Dr. George King was appointed Professor of Botany.

On the 15th December 1871 Dr. J. F. P. McConnell was appointed Resident Physician to the Hospital, and he was at the same time nominated to the newly-instituted professorship of pathology.

These two new appointments, held by Dr. McConnell, which the Government has been pleased to sanction, are of very great importance to this school of medicine.

It has been long felt here that the teaching of pathology should be fully provided for, and that so vast a subject should not be considered, as it were a more accidental part of a professor's duties. It may safely be said that no part of medical education is of more interest or of more practical utility; and I am sure I am correct in saying that it has been a source of much satisfaction to the College staff to find that the Government has now not only recognised this fact, but that it has placed the arduous appointment in the hands of one who so entirely and so earnestly devotes himself to its requirements as Dr. McConnell does.

The very responsible post of Resident Surgeon to the Hospital is now held by Dr. R. H. Stevens, who is continually occupied with a direct supervision of the routine duties of the surgical wards, and the reception and immediate treatment of all persons who may be brought in suffering from the effects of accidents.

Dr. Joseph Fayrer, C.S.I., Professor of Surgery and First Surgeon to the College, Hospital, availed himself of furlough leave to Europe on the 1st March 1872.

Dr. H. C. Cutcliffe, F.R.C.S., lately Officiating Professor of Descriptive and Surgical Anatomy, and Second Surgeon to the Hospital, is now officiating for Dr. Fayrer.

Dr. J. Purefoy Colles holds the acting appointment of Professor of Anatomy and Second Surgeon to the Hospital.

Dr. Norman Chevers, Principal of the College, Professor of Medicine, and *ex officio* First Physician in the Hospital, availed himself of leave, on furlough to Europe, from the 7th April 1872.

His Honor the Lieutenant-Governor of Bengal was pleased to appoint Dr. David B. Smith to officiate for Dr. Chevers during his absence.

The departure from this school of medicine (within the lapse of a few weeks) of two such men as Dr. Fayrer and Dr. Norman Chevers cannot be allowed to pass without remark.

*Medical College, Dr. D. B. Smith.*

Dr. Fayer joined the College on the 16th May 1859 (i.e., nearly thirteen years ago); and Dr. Chevers assumed the principalship on the 4th April 1862 (i.e., ten years back).

The steadfast exertions, extending over a number of years, of these two distinguished professors, no less than their bright personal example, have reflected great honor upon this institution. They have left it for a time, to return, it is to be hoped, thoroughly recruited in health by rest from work and change of climate. Men of great talent, aptitude, and skill in their respective lines of practice, both of them may, without any exaggeration, be said to be champions in the service of humanity, men of noble natures, keen in their search after truth, bold in the refutation of error, earnest in the prosecution of their profession, and evincing (as if by instinct) moral dignity of character and true benevolence towards their fellow men.

Whilst Dr. Fayer's surgical skill, enormous experience, practical good sense, quick powers of observation and firmness, are the characteristics of a surgeon who would be an honor to any school, it may well, at the same time, be a source of pride, within the walls of this College, to think that the services rendered to the literature and science of this country by Dr. Norman Chevers have caused him to be honorably known in every part of the civilized world, as an eminent physician, pathologist, sanitarian, and medical jurist. His vast power of amassing, classifying, and handling information of great practical value, both in law and medicine, has placed us in possession of that most valuable work on medical jurisprudence in India, which can only be compared with the results of the life-long labors of Dr. Alfred Taylor in England, Sir Robert Christison in Scotland, Orfila in France, and Casper in Prussia.

I hope I may be pardoned for having thus dwelt for a few moments on the recollection of two Professors of this College, who are so worthy of the respect and admiration which they have secured in India, and whose ambition and good fortune it has been to infuse lasting vitality and ardour into this school of medicine, such as those who are acting for them during their absence are most desirous and, I may add, determined to perpetuate.

There have been no changes during the year under report amongst the native teachers of the school. These gentlemen have performed their duties most satisfactorily. I may mention that one of their number, Babu Kannylall Dey, has recently been recommended for the high distinction of Rai Bahadoor.

Babu Bankabehari Mitter received his degree of Bachelor of Medicine at the last University Convocation.

Nilmadub Chatterjee, Promothonauth Das, and Sreenauth Bhattacharjee qualified for the same degree at this year's final examination.

*Primary Class.*—At the commencement of the session, 212 students resumed their studies, against 193, 139, 149, and 141 in the four preceding years.

*Reports of Colleges for Special Instruction.*

In addition to these, there were 138 new admissions and 31 re-admissions.

Thus the strength of the class was 388, against 314, 273, 243, 233, and 196 in the five preceding years.

The 169 newly-admitted students are to be classified thus—14 brought scholarships from other Colleges and schools, 10 received free presentations, 138 joined the paying class, 2 entered as casual students, and 5 entered the hospital apprentice class.

During the year 141 students left this class. Of these 13 were senior and 4 junior scholarship-holders; 2 held scholarships from other institutions, 112 were paying students, and 10 hospital apprentices.

At the end of the session the strength of this class was 247, against 219, 193, 141, 149, 139, and 135 at the close of each of the six preceding years.

*Hospital Apprentice Class.*—Three hospital apprentices appeared for final examination, of whom, I am sorry to say, only one passed.

Mr. Harding made a very creditable appearance in the Test and Honor Examination in medicine, he being a 3rd year student, whilst more than 40 of those who competed with him were 5th year men.

*Paying Class.*—At the opening of the session the number of those who resumed their studies in this class was 159; 149 students were admitted, including 31 re-admissions, 4 scholarship-holders, and 5 free students. Consequently the strength of this class rose to 308, against 249, 186, 161, 141, 101, and 88 in the six preceding years.

Of this class 6 obtained senior and 7 junior scholarships, and 112 left the College.

At the end of the year 183 remained in this class; the numbers at the end of each session during the last nine years have steadily increased as follows:—31, 34, 54, 65, 86, 86, 125, 159, and 183.

**RESULTS OF THE UNIVERSITY EXAMINATION.**—47 candidates of the primary class appeared for the final examination. Of these, 30 passed; 4 in the 1st and 26 in the 2nd division.

*Military or Native Medical Pupils Class.*—At the commencement of the session 87 (including three 5th year students) resumed their studies. 60 native medical pupils and 3 Assamese were admitted, bringing the strength of the class up to 150; of these 10 passed their final examination and 22 were dismissed.

The strength of this class at the end of the year was 118.

Staff Serjeant W. Howard is responsible for the good behaviour and discipline of this class. He continues to maintain his excellent character, and he has performed his duties satisfactorily.

*Bengal Classes.*—At the commencement of the session 256 students of these classes resumed their studies; 190 of these were of the vernacular licentiate class and 66 of the native apothecary class. These classes were respectively increased by 139 and 107 new admissions, and the re-admissions numbered 4 and 2, making 508 in all.

*Medical College, Dr. D. B. Smith.*

Of the 252 newly-admitted students, 11 of the licentiate and 8 of the apothecary class held stipends of Rs. 5 per mensem; 25 of the licentiate and 1 of the apothecary class were out scholarship-holders. Free studentships were held by 7 of the higher and by 6 of the lower class.

Of the licentiate class 100, and of the apothecary class 94 (in all 194), were paying students, against 108, 106, and 78 in the three immediately preceding years.

The total number of paying students in the two classes (including former and new admissions) was 303 (of the licentiate class 180, and of the apothecary class 123).

Of the above 508 students, 172 left the College; 39 of them passed their final examination (as vernacular licentiates and native apothecaries); 130 were struck off the rolls of the College for neglect of study, want of progress, unauthorized absence, and the like; and there were 3 deaths.

Thus 336 remained, against 256, 263, 181, and 190 in the four preceding years.

At the final examination 127 candidates presented themselves, of whom only 39 succeeded in passing.

Of the 39 who passed, 29 were of the vernacular licentiate and 10 of the apothecary class.

It will be seen that during the years under report, no less than 1,046 students have attended the College (in all classes), against 919, 730, 733, and 725 in the four preceding years.

Their distribution was as follows:—

English class	369	}	388
Hospital apprentices ...	19		
Native medical pupils ...	...		150
Vernacular licentiate class	333	}	508
Native apothecary class ..	175		
			<hr/>
	Total ...		1,046

These statistics prove, beyond doubt, that this school is annually and steadily increasing in popularity, activity, and usefulness; indeed, that it is now one of the largest schools of medicine in the world. Thus in the Grant Medical College of Bombay, I find that for the year 1870-71 there were in all 223 students (i.e., little more than one-fifth of our present number).

Formerly, when this College was first started, there used to be two European officers connected with it—the superintendent and his assistant; now we have 12 professors and 6 native teachers.

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\* Formerly the Military or Hindustani class.

*Reports of Colleges for Special Instruction.*

The school, from its foundation, has turned out 411 sub-assistant surgeons, 50 hospital apprentices, and 1,086 native doctors.

The endowments of the College at the present time amount to Rs. 14,200, those of the hospital to Rs. 98,033-13-7, giving a total of Rs. 1,12,233-13-7.

This year a total of 80 students of all classes passed their final examination, against 108, 59, 63, and 55 in the four preceding years.

Of these 80 passed men, 60 are qualified to act as independent medical practitioners, the remaining 20 may be regarded as useful assistants.

During the year under report, the total number of our paying students was 611 (out of 1,046), against 514, 392, 340, and 297 in the four preceding years. Of these, 611,308 were of the English class, 180 of the vernacular licentiate, and 123 of the native apothecary class.

Eleven years ago the paying students only numbered 31 against 611 now. The rate of payment is Rs. 5 a month, and Rs. 15 entrance fee.

**THE MUSEUM.**—One hundred and seventy morbid specimens were added to the collection.

**DISSECTING DEPARTMENT.**—The number of subjects made use of during the year, for purposes of practical anatomy, was 743.

The total number since the year 1848-49 has been 21,767.

I find it noted, in a very interesting sketch of the "History of the Medical Schools of the Bengal Presidency" (by Dr. Kenneth McLeod, Secretary to the Inspector-General of Hospitals, Indian Medical Department), that "on the 10th of June 1824 a sum of Rs. 709-3-9 was sanctioned by the Government for the purchase of two skeletons, which were supplied by Messrs. Bathgate & Co."

The similar anatomical specimens could now be obtained for about Rs. 12—a fact which clearly proves that all prejudices against the study of anatomy have entirely passed away.

**THE LIBRARY.**—Only 23 new works were received during the year, and most of these were presentations.

The collection of works published by authors who have been professors, graduates, or students of this College, has been increased from 238 to 245 volumes.

A few words must here be said regarding a work lately produced by one of the Professors of this College. I refer to the deeply-interesting narrative of the late expedition to Western Yunan *via* Bhamo, by Dr. John Anderson, Professor of Comparative Anatomy and Zoology in this school. It was confidently expected that as surgeon and naturalist to this expedition, Dr. Anderson would do really valuable work; and it must be allowed by all who have read his charming book, that not only has he proved himself to be an explorer, possessed of tact and excellent judgments, but a most happy observer and a very skilful narrator of what he saw and did.

*Government School of Art, Calcutta, Mr. H. H. Locke.*

Whilst the political result of the expedition has been that a British representative is now resident at Bhamo, Dr. Anderson has succeeded in investing with a new interest all that curious country (known as the Shan State) which lies between the great valley of the Irrawady and the western confines of China.

My own opinion is that if the Shans and Kakhyens were able to extend their acquaintance to a considerable number of Europeans like Dr. Anderson, the great overland route from Upper Burmah to the Celestial Empire, by the valley of the Tapeng River, would very soon be a beaten track.

Dr. Anderson's investigations regarding the history of the country through which the expedition penetrated, his researches into its physical geography, sociology, and ethnology, are highly instructive; and yet, I am happy to add, the present volume will be followed by a second, in which we may expect to find a masterly exposition of the Fauna and Flora of Upper Burmah, and of a wide tract of country lying far beyond the Irrawady through which only a very few Englishmen, and perhaps no skilled naturalist, ever travelled before Dr. Anderson.

THE HOSPITAL.—During the calendar year 1871 no less than 42,191 patients (out-door and in-door) have received gratuitous medical advice and treatment in the Medical College Hospital. This hospital was opened in the official year 1852-53, before which there was a considerably smaller institution.

I find from the hospital records that since the year 1847 (i.e., during twenty-five years and four months) no less than 757,829 sick persons have here received medical treatment.

I may now mention that three Sib-Assistant Surgeons, who were former graduates of this College, have succeeded, during the past year, in entering Her Majesty's Indian Medical Service by competition.

Babu Gopaul Chunder Ray stood 8th on the list, getting 2,085 marks (3,400 being the maximum).

Babu Russick Lall Dutt stood 17th, and received 1,950 marks; whilst Babu Bunkobehary Gupta stood 31st (out of 40 competitors), and received 1,665 marks.

## GOVERNMENT SCHOOL OF ART, CALCUTTA.

*From the Report of the Principal, Mr. H. H. Locke.*

As shown in the statistical returns, already furnished to your office during the incumbency of Mr. Woodrow, the number of students in the School of Art, at the close of the past year, was 76. The total at the end of the previous year was 72—a much larger number than any former return had shown, and in my report for that year I expressed a doubt as to whether we could look for any further increase either in the number of students or the general prosperity of the school as long as we were confined to our present small building and limited scale of establishment. We have quite outgrown the means at our disposal, but every effort has been made to carry on the several classes efficiently,

*Reports of Colleges for Special Instruction.*

and it is satisfactory to find that the year under review closed with even a larger number on our rolls than that shown in the returns for the year before.

The greater number of our students are, of course, Hindus; there being 61 of that race and creed against 6 Muhammadans, 6 Eurasians, and 3 Europeans, and the table of social position shows that it is chiefly to the lower grades of the middle classes that our students belong.

The quality of the work produced in the different classes continues to be very satisfactory, and will, as I have stated in previous reports, quite bear comparison with class work in the corresponding stages in any English Art School. On this point it will doubtless be as gratifying to you as it was to me to learn the opinion held by His Excellency the Viceroy who visited the school on the 18th May in the present year. At the distribution of prizes at the Medical College on the 20th, His Excellency said:—

“I had the pleasure the other morning of visiting the School of Art in this city, and I was exceedingly struck with the great merit of the work of several of the students in that school.

“There was some work, both in respect to wood-engraving, lithography, painting, and drawing, executed in that school which would, I do not hesitate to say, be a credit to any institution of the same class in any part of England.”

It is not only from those on the spot however that the school has been able to elicit praise. I append a number of extracts from professional and other English journals of high standing (*The Lancet*, *The Medical Gazette*, *The Edinburgh Medical Journal*, *the Saturday Review*, *the Athenæum*, &c.) in which the illustrations produced by our students for Dr. Fayrer's “*Thanatophidia*” are spoken of in terms that I venture to think will afford not only yourself but the Government of Bengal considerable satisfaction.

It must, I think, be conceded that the school has proved its utility, and has done well with the limited means at its disposal. I do not hesitate to say that it has done better than I thought could be hoped for when the scheme for its organization, which I submitted eight years ago (and which was approved of by the Government of Bengal), was ordered by the Government of India to be curtailed.

Eight years of probation and quiet though strenuous effort have however produced results which I hope may induce Government to give to the school a wider scope and the means of more extended usefulness. We have already, as I have said, outgrown the small building which we occupy. My assistants are too few in number, and their pay is so small that at any moment I might lose them, and the whole organization of the school is on so meagre a scale as to make it impossible for us to enter upon the more advanced work which a Presidency School of Art (which ought not to be merely a drawing school) should always be able to undertake, and which I do not hesitate to say my Bengali students would be quite equal to if adequate means for their thorough and

*Government School of Art, Calcutta, Mr. H. H. Locke.*

systematic training, and for their encouragement during and after such training, were extended to them.

I have in preparation a statement of what it seems to me the school now calls for in the way of extension to its scope and operation, with estimates as to increase of cost, &c., which such enlargement of its organization would involve. This however, it appears to me, would more properly form a separate communication to you than be further dwelt upon in any review of the condition of the school during the past year, and I hope to be able to submit this statement shortly.

When all have worked so well, it is difficult to name any of my assistants as deserving of special commendation beyond the rest. I think however that none of them would grudge my bringing prominently to your notice the unwearied assiduity and industry in the discharge of his duties which continues to be shown by Babu Shannacharan Shrinani. Babu Annoda Prasad Bagchi has also become a very efficient teacher, as well as having attained the position of being quite the best Bengali artist I have ever heard of. I anticipate for him a very successful career.

*Extracts from Critiques (in English Papers) upon the illustrations executed at the Calcutta School of Art for Dr. Fayrer's "Thanatophidia of India."*

"This is truly a magnificent work, the illustrations being upon a scale and of a character such as are very rarely seen. The illustrations are all from nature, most of them from life itself, and they are as beautifully executed and faithful to the original as it is possible to conceive. They are executed at the School of Art in Calcutta."—*Lancet*, 21st September 1872.

The *Medical Times and Gazette* of 31st August 1872, speaks of the illustrations as being highly artistic, elaborate, and life-like.

"It is a work whose artistic recommendations alone, apart altogether from its other qualities, would suffice to secure it a literary immortality."—*Edinburgh Medical Journal*, September 1872.

"The munificent patronage bestowed from time to time upon science, literature, and art by the Government of India has never perhaps been exercised with greater discrimination than in the case of Dr. Fayrer's valuable report upon the venomous snakes of the Indian Peninsula. The execution of this large and handsome folio reflects the highest credit upon all concerned in it. The drawings by native artists of the Government school at Calcutta are as faithful to the originals as they are tasteful and refined in manipulation."



*Reports of Colleges for Special Instruction.*

"No more beautiful specimens of snake life exist than the Indian cobra and viper, and never have we seen their beauty of form or color depicted with greater truth and skill than in the coloured lithographs, which illustrate Dr. Fayrer's report."—*Saturday Review*, 21st September 1872.

"Of the illustrations, it is impossible to speak in exaggerated terms. There are twenty-eight plates of species besides three of structural and other details, and we have never seen any representatives of similar objects equal to them in combined faithfulness of detail and artistic effect. The interest attaching to them is greatly enhanced by the fact that they are all the work of native students in the Government School of Art in Calcutta."—*Athenæum*. October 1872

## APPENDIX. B.

### SELECTIONS FROM THE ORDERS OF HIS HONOR THE LIEUTENANT-GOVERNOR OF BENGAL.

*From C. BERNARD, Esq., Officiating Secretary to the Government of Bengal, to the Director of Public Instruction, Lower Provinces, No. 1222, dated Calcutta, the 8th April 1872.*

WITH reference to paragraph 19 of the Lieutenant-Governor's review of your annual report for the year 1870-71, I am directed to convey the following instructions regarding the matter and the form of your future annual reports.

2. Last year's report consisted of—

	Director's report	...	...	81	pages.
• Appendix A	...	{ Inspectors' reports	...	296	"
Appendix B	...	{ College reports	...	90	"
	Reprints of circulars and correspondence from the Director's office	...	...	64	"
Appendix C	...	List of students who passed university examinations or gained scholarships	...	67	"
Appendix D	...	Nominal list of all Government and aided schools	...	159	"
	A separate volume with lists of schools in another shape	...	...	152	"

The Lieutenant-Governor considers that in future years appendices B, C, and D, and the separate volume containing appendix E, may well be omitted from your annual report. A copy of every circular you may from time to time issue, should be submitted to this office for His Honor's information; but it is not necessary to reprint circulars or correspondence with your annual reports. The lists of university graduates, undergraduates, and prizemen, are published in the *Calcutta and Bengali Gazettes*, and there can be no object in reprinting those lists with the departmental annual report. It may possibly be convenient and useful to print every now and then (perhaps once in every five years) a list of all Government and aided schools; but there be no advantage in printing such lists year by year with the departmental progress report.

3. Regarding the form of Deputy Inspectors' reports, you will issue such orders as may seem required. But I am to request that all Deputy Inspectors may be instructed to submit their reports through the Collectors. If any Deputy Inspector's circle contains parts of different districts, he will have to make a separate report for each district; but under recent orders this will be avoided in future. The Collector will forward the reports (with any remark he may desire to

## APPENDIX B.

*Circulars, &c.*

make) to the Circle Inspector within ten days of its reaching him, so that no avoidable delay may be caused! This arrangement, whereby Deputy Inspectors are to forward these reports through the Collectors, will be in force until orders shall have been passed on the general question of bringing the efforts of the educational and the civil authorities into unison.

4. The Inspectors' reports should give for each district the statistics (not of each school), but of every class of school, namely—

Higher Schools	...	...	{ Government. Aided. Unaided.
Middle Schools	...	...	{ Government. Aided. Unaided.
Primary Schools	...	...	{ Government. Aided. Unaided.
Normal Schools	...	...	{ Government. Aided. Unaided. Pathshalas.
Girls' Schools	...	...	{ Government. Aided. Unaided.

Under "higher schools" might be grouped all schools which teach up to or beyond the entrance examination; under "middle schools" would come all anglo-vernacular schools below "higher school" standard, and those vernacular schools which are now rated as "middle class vernacular" under "primary schools" would come all the pathshalas and lower class vernacular schools, distinguishing those inspected and aided by Government from those which are independent. Among other statistics which the Lieutenant-Governor would desire to receive regarding each class of school would be—

- the number of schools;
- " " of masters;
- " amount of fees realized;
- " " of Government grant;
- " " of subscriptions or endowments or other local income;
- " total outlay on the schools during the year;
- " number of scholars on the last day of the year;
- " average daily attendance during the year;

5. In order that Inspectors may show in their reports *all* the schools of their circle, it will be necessary for Principals of colleges to forward statistics of their collegiate schools to the Circle Inspector for incorporation with his circle statistics.

### Circulars, &c.

6. The Inspector's report should discuss the progress of each class of school in each district during the year; should quote any pertinent remarks by Deputy Inspector, and should give the result of his own inspections. It should particularly be stated how each officer conducts his inspections; whether he examines and rates each boy or class according to a fixed standard, or whether he merely hears a few boys go through a part of the day's lesson, and thereby forms a general opinion regarding the school. Where competition for open scholarships of university examinations afford a test of the education given at any class of schools, the result of such tests should be noted for each district.

7. The Inspector would of course remark, as he might see fit, upon particular schools; upon the general progress of education in each district; upon the working of special departments for law or surveying; and on the industrial or practical schools he may have seen: also on the jail or police schools he may have visited; upon the effect of any changes in the curriculum or in the university examinations. He would also express his opinion on the working of the aided, unaided, or indigenous schools, and on any new educational facts which the census or other inquiries may have brought out. He would state what inspections he made, or was unable to make, in each district; and state any facts or opinions of special educational interest which his inspection tours may have enabled him to gather.

8. Among the miscellaneous educational information which would be interesting are—

the race and creed of the school-masters :

" " " " scholars ; " "

„ social status „ „

at the several classes of schools, together with any facts regarding the aptitude, if any, which special races may display for special studies. Any information regarding the indigenous schools and the course of study therein adopted, would be especially interesting, and might throw light upon the question of the particular kind of schooling which lads of the Mahomedan and Hindoo cultivating classes actually require and prefer.

9. The Inspectors' reports should reach you not later than the 1st June; a copy should be sent to the Commissioner of the division at the same time as to yourself. The Lieutenant-Governor would hope to have your report not later than the 15th July. He would wish that your report for the past year (1871-72) should, as it has heretofore done, review the results of the Bengal colleges and of the university examinations [so far as Bengal is concerned] for the year. It should give the school and the scholarship or examination statistics for each Inspector's circle, with such remarks as you might consider the figures to demand. The report might also give an account of the course of study; the number of classes; the hours of study; and

*Circulars, &c.*

the special characteristics of each class of school. An account of the Director's tours during the year; and of the view he had formed regarding the state and progress and effects of education in the districts he had visited, might be given.

It might be well to describe the several classes of scholarships and the rules under which they are awarded; while to the report might be appended a list of the subjects and test-books for the different scholarship and university examinations. General information regarding the conditions on which scholarships are granted, regarding the course of study in different schools, and such like matters, might hereafter be given once every five years in the Director's annual report.

10. The Lieutenant-Governor would wish you particularly to dwell in your report upon the working and success of the pathshala system in the districts to which it has been extended; he would be glad to learn the views of yourself and the educational officers upon the conduct and working of the indigenous schools in districts to which the pathshala system may not have been extended; and he would wish to have a comparison between the aided (or Government) pathshalas and the indigenous pathshalas, which in some districts still exist by the side of the Government primary schools. You should show as well as you can what proportion of the cost of the pathshalas is really borne by Government.

11. Your general report should include such general review and remarks on the state of education and of educational institutions in Bengal as you may see fit to offer, together with any remarks which your experience may dictate on the special facts or opinion offered in the Inspectors' reports. The Lieutenant-Governor does not by any means wish to tie you and your Inspectors down to the limits of these instructions; or to bind you to adopt tabular statements with any particular headings. But he desires to have all the information now asked for, and as much more as you and the Inspectors may be able to offer; and he would wish to have the "education" statements, Nos. 1 and 2, prescribed by the Statistical Committee of 1865, filled in as far as possible for each district in Bengal.

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MINUTE BY THE LIEUTENANT-GOVERNOR OF BENGAL ON THE TEACHING OF THE VERNACULAR LANGUAGES.

Persian (the language of the former Rulers of India) was abolished as an official language before I came to the country; and in the early years of my service vigorous efforts were made to root out from our official proceedings the bastard hybrid language of which the old Persian writers were too fond. I thought this had been done with some success. I was astonished then, on lately visiting Behar, to find that this bastard language was not only flourishing in its fullest force in our official proceedings, but that we were perpetuating it by teaching it in our schools. I have heard during this visit a language more debased and artificial than I have ever heard before, or deemed possible; and I found that

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in all our so-called vernacular schools this monstrous language, if it can be called a language, is being taught by maulvis instead of the vernacular. Unfortunately, too, a pretext has been given for this practice by the introduction of the very inappropriate term Urdu. I believe that is a term chiefly introduced by the Bengal Educational Department, and I do not know that it has any definite meaning whatever; but so far as any meaning is attributed to it in books, it is the court and camp language of the Delhi courtiers, not the vernacular of the country. I am determined to put a complete stop to the teaching of this language in our schools. No man can admire Persian more than I do; it is a beautiful language; and when honestly taught under fitting circumstances, I shall certainly not object to Persian. But I do object to, and prohibit the *farrago* of bad Arabic and Persian, set off with a few Hindustani verbs and conjunctions, which is taught as Urdu.

I have the misfortune not to know Bengali; but I am led to believe that the Bengali vernacular is also corrupted and bastardized by the introduction of Sanskrit and hybrid words and phrases.

In vernacular schools in Behar, I found that the instruction, not unfrequently, consisted of a maulvi teaching what he calls Urdu, and a pundit teaching a Hindi history of some Hindu hero, interspersed with Sanskrit slokas, two or three in each page.

As regards Hindi, I neither wish to have an artificially Sanskritized language, nor do I wish that we should teach in Hindi the village dialects of each district; that would be like teaching English boys the Dorsetshire or the Yorkshire language. There is a Hindustani language common to all Hindustan, just as much as there is an English language common to all England; and I suppose that there is equally a Bengali language common to all Bengal, though Bengali, as a written language, is of such recent origin, that it may be necessary to tolerate there some distinction between the spoken and written language.

I do not wish pedantically to exclude Persian words. It is the character, and an excellent character of the Indian languages, that they readily adopt foreign words which serve a purpose better than their own words. They have definitely adopted many Persian words; they have adopted some English words; they are adopting, and I hope will adopt, many more English words. All words really adopted into the popular language should be taught to the children of the people. What I insist on is, that the languages taught as vernacular shall be the real languages of the country—talked and understood by any intelligent man whom we meet in the streets, and not artificial and fictitious languages. If new words must be found to express new ideas, then, seeing how completely we have adopted English for our higher education in these provinces, I think it is better to import English words than to coin new words from any strange language.

• As regards Hindi and Hindustani, my view is that they should be taught as very nearly the same language written in different characters. As will be seen from what I have already said, I do not wish to

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encourage an archaic and pedantic Hindi. I find that some of the Hindi school-books published in the North-Western Provinces contain at least as many Persian words as an ordinary intelligent native understands. The same books, literally transcribed in the Persian character, would give a Hindustani vernacular as refined as I could desire to have. I therefore instruct the Director of Public Instruction as follows:—

Urdu is absolutely abolished in all our schools and all our teaching.

The Director and Inspectors are held strictly responsible that no book is used in our schools which is not in the real and genuine vernacular languages, as explained in this note.

A list of such books examined and approved is to be submitted.

I have no doubt that in the range of publications in the North-Western Provinces fitting books in Hindi and Hindustani will be found. If there is really a deficiency of school-books in ordinary Hindustani, they may be obtained by transcribing Hindi vernacular books, such as those to which I have alluded. The number of Bengali books is so great, that by weeding out the too Sanskritized and artificial books, and adopting those in good vernacular, we shall find enough for our purposes.

If, in any department of education vernacular books really cannot be found, a special report must be submitted, and arrangements will be made to procure and print them.

These remarks will also be circulated to all public officers, with strict injunctions that they will allow nothing but real vernacular to be used in their offices, except where English is used. The co-operation of the High Court will also be invited. I have reason to believe that the Judges object to the too prevalent abuse of language as much as I do.

4th December 1871.

G. CAMPBELL.

MINUTE BY HIS HONOR THE LIEUTENANT-GOVERNOR ON EDUCATION  
IN GOVERNMENT SCHOOLS.

I have stated my views regarding the vernacular. Further, on the whole subject of education, I have been very much impressed with the belief that languages hold far too great a place in our course. Not only is English generally taught and eagerly learned, but the boys are also crammed with Sanskrit, Arabic, Persian, and the bastard quasi-languages, to which I have alluded in the separate minute on that subject. The prominence of strange languages is, I believe, quite a recent innovation in the past three or four years, and I wish the system to be stopped before it has taken firm root. I find that most of the school-masters do not yet understand the late order, that Sanskrit and Arabic are not to

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be required as obligatory for scholarships, as has latterly been the case. In most other subjects the instruction given appears to me very superficial. I have a strong impression that the children in the native *path-shalas* have a more practical, ready, and useful knowledge of arithmetic, than most of the boys in the Government schools. The geography and history of our schools are flimsy in the extreme, and are generally confined to the merest routine of countries and capitals, and kings and queens of England. I was always told that the geography of India was taught; but a single question which I put to every school I entered in Behar, including some of the higher classes in Patna, was—"Where is Rohilcund," and not a single boy in the whole province made the smallest approach to answering correctly. An intelligent by-stander truly remarked:—"Oh Sir! the fact is, the boys who learn English want to learn enough to become copyists, and the boys who learn Hindustani want enough to become vakils and mooktars. They do not care for anything else."

Even in this practical point of view, I am painfully struck with the deficiency in a branch of bread-earning education, to which I have before given attention. The number of amins employed in Behar for partitions, settlements, &c., is very large, and those who will be required for the survey of wards' estates, &c., will be larger still; but I understand that the men employed are so uneducated and incompetent, that the partition and survey maps made by them are almost useless for any future purpose. It is absolutely necessary to the public service that we should have a qualified school of land-surveyors, and when I grade the uncovenanted establishments, I shall require qualifications of this kind from every man who wishes to rise above the lowest grade of writer.

In short, it comes to this, that in our schools there is too much cramming of languages, and too little useful knowledge taught. There must be less of the one and more of the other; the language-cramming must be reduced so much as is necessary to make room for the teaching of practical arts.

I have, I think, said on a former occasion that I am far from wishing to discourage the study of philology; and I should be glad to give facilities to students who really seek such learning for learning's sake; but I will not make our establishments serve the purpose of cramming these things into youths, who only learn them for cramming's value. I believe that questions are being discussed in the university with a view to substituting practical science for some portion of the present course; but meantime as we to some extent judge youths by university standards, and oriental classics are still compulsory for degrees, these languages must be taught in our colleges. They are not required for the Entrance Examination, and need not be taught in our schools. Leaving then the college course apart for the present, I would put it thus—

If all Government institutions the real vernacular of the country must be efficiently taught.



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English being adopted as the language of higher instruction in these provinces, and being greatly in demand, will be taught as much as our means admit.

No oriental classics will be compulsory in any Government establishment.

Sanskrit will not be taught in any schools, unless it be in certain high schools under special sanction, on its being shown that there is a real *bond fide* demand for education of this kind. Even where such special sanction is given, no boy will be allowed to learn Sanskrit who has not qualified up to a good standard in both the vernacular and English.

Schools of drawing, surveying, and other practical arts, will be opened in all high and zilla schools, and in any other schools where there is a sufficient demand for practical instruction.

As a special concession to the Muhammadans, whenever there is a sufficient demand to justify the supply, there will be a special class to teach Muhammadans Arabic or Persian after their own fashion. No Hindu will be admitted to this class, which will be special and denominational.

I am generally opposed to denominational education, and I believe that the Muhammadans, without a priesthood and without superstition, are not prejudiced in favor of denominationalist. I found that in the indigenous schools of Eastern Bengal (the ordinary pathshalas), the Muhaminadans go freely in considerable numbers to Hindu schools, or rather schools kept by Hindus, to learn reading, writing, and arithmetic. But the upper classes have the same prejudices for their own sort of learning that the upper classes in England have for Greek and Latin, and as they cannot afford to give their boys two educations, they neglect that offered by Government. It is on the ground that it is a political object to encourage the Muhammadans—to bribe them as it were to accept the education which leads to their own advancement, that I would say, if you will come to our schools we will give your children the education in Arabic and in Persian which you require, provided that you will accept at the same time an English education, and instruction in practical arts and sciences.

I will thank the Director of Public Instruction, in consultation with the Inspectors, to submit as soon as possible a scheme for giving practical effect to these instructions.

I cannot resist printing for circulation with this paper an extract upon which I have chanced. The picture there drawn of the tendency of education in some countries of Southern Europe is curiously that which is to be apprehended in Bengal, with this difference, that the practical professions to be attained by education in Bengal have not yet been exhausted—witness that of a land-surveyor. I earnestly trust that we may be able so to regulate our supply of education, and that the people will have the sense so to regulate their demand, that we shall not

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look to the creation of a nation of lawyers, but rather to the multiplication of practical men in the higher professions and intelligent men in all professions, high and low.

"In presiding on Wednesday last (October 25th) at a dinner in celebration of the opening of the new buildings in connection with the old Manchester Grammar School, Lord Derby indulged in some interesting speculations: England is on the way to become a country of universal education. But this result, desirable as it is, is not without difficulties and inconveniences of its own. The educated man will "become a very cheap article in the market," and then there will be risk of "the supply overrunning the demand." Lord Derby has heard it said that in one country of Southern Europe every peasant's son thinks himself destined to be, if not a Minister of State, at least a lawyer or a doctor, and he will not condescend to keep a shop or manage a farm. In France we know that the excess of the literary and the petty functionary classes has become an increasing danger to social order. Alphonse Karr wrote a novel many years ago, illustrating the miseries of a young man who has received an education beyond his means and station in life. Several of Balzac's heroes are types of that unhealthy order of social adventurers who, with a smattering of book-learning, seek their fortune in the capital; and despise the rough and homely labour of the fields from whence they came. In our country, as Lord Derby remarks, there is too much eagerness for active practical pursuits, too much practical enterprise, for this danger to be feared. Englishmen seldom want to be taught to "get on" and to make money; "what we do want, is to learn how to make high culture and intellectual tastes compatible with very moderate means; how to show that refinement may exist without luxury; and that comparative poverty does not necessarily imply either ignorance or coarseness." We cordially agree with Lord Derby that this is a lesson we may learn from our neighbours abroad; and that it ought to be one of the most important objects of a grammar school to teach it. We do not want to educate the next generation to be functionaries or "Bohemians," or Chinese *littérati*; the happiness neither of a nation nor of the individual consists in taking a man out of his class, but in making him a contented, civilized, and cultivated human being within it."

G. CAMPBELL.

*The 4th December 1871.*



# APPENDIX C.

## Books used in Schools.

Names of Books used in the Presidency College.			Price of Books.	
<i>First Year Class.</i>			Rs. A. P.	Rs. A. P.
University Selections in English	...	...	8 0 0	
Angus's English Grammar	...	...	2 8 0	
Taylor's Ancient History	...	...	3 12 0	
Kumar Sambhava	...	...	2 8 0	
Sanskrit Grammar	...	...	1 0 0	
Todhunter's Algebra	...	...	3 12 0	
" Euclid	...	...	1 12 0	18 4 0
<i>Second Year Class.</i>				
Scott's Lady of the Lake	...	...	1 0 0	
Reids' Enquiry	...	...	1 4 0	
Romcoe's Chemistry	...	...	2 0 0	
Uttara Charita	...	...	2 0 0	
Todhunter's Trigonometry	...	...	2 8 0	
Stephenson's Mechanics	...	...	2 8 0	
Fowler's Deductive Logic	...	...	1 12 0	13 4 0
(Seven more books costing Rs. 18-4-0 used in the first year class)				
<i>Third Year Class.</i>				
University Selections in English	...	...	2 0 0	
Shakespeare	...	...	1 0 0	
Alphinstone's History of India	...	...	0 0 0	
Hamilton's Metaphysics	...	...	0 0 0	
Besant's Hydrostatics	...	...	2 0 0	
Stephenson's Dynamics	...	...	2 8 0	
Drew's Conic Sections	...	...	2 4 0	
Parkinson's Optics	...	...	5 4 0	
Ganot's Physics	...	...	7 8 0	
Bakuntola	...	...	2 0 0	42 8 0
(Two more books costing Rs. 4-12-0 used in previous classes.)				
<i>Fourth Year Class.</i>				
Typical Selections in English	...	...	2 4 0	
Macaulay's Essays	...	...	4 0 0	
Students' Hume	...	...	3 12 0	
Macfarlane's Modern India	...	...	2 8 0	
Main's Astronomy	...	...	2 4 0	
Fleming's Moral Philosophy	...	...	3 12 0	
Raghuvansa	...	...	1 8 0	21 0 0
(Twelve more books costing Rs. 47-4-0 used in previous classes.)				
Total				95 0 0

\* Students taking up Arabic in lieu of Sanskrit pay Rs. 2-8-0 for their Text books.

*Books used in Schools.*

Names of Books used in the Hindu School.			Price of Books.	
<i>First Year Class.</i>			Rs. As. P.	Rs. As. P.
Douglas's Progressive English Reader, Third Book ...	...	...	0 8 0	
P. C. Sircar's First Book of Reading ...	...	...	0 3 0	
Young Child's Grammar ...	...	...	0 2 0	
Barnard Smith's Arithmetic ...	...	...	2 4 0	
Bodhodaya ...	...	...	0 3 0	
Kathamala ...	...	...	0 4 0	
Barna Parichaya, Part II ...	...	...	0 1 3	
				3 9 3
<i>Second Year Class.</i>				
Douglas's Progressive English Reader, Fourth Book...	...	...	0 12 0	
Blochmann's First Geography ...	...	...	0 3 0	
Charupatha, Part I ...	...	...	0 6 0	
				1 5 0
(Two more books costing Rs. 2-6-0 used in the first year class.)				
<i>Third Year Class.</i>				
Marshman's History of Bengal ...	...	...	1 2 0	
Nelson's school Atlas ...	...	...	1 12 0	
Akhyan Manjari, Part I. ...	...	...	0 4 0	
Loharam's Smaller Byakarana ...	...	...	0 3 0	
				3 5 0
(Four more books costing Rs. 3-5-0 used in previous classes.)				
<i>Fourth Year Class.</i>				
Douglas's Progressive English Reader, Fifth Book ...	...	...	1 0 0	
Lennie's Grammar...	...	...	0 12 0	
Keightley's History of Greece ...	...	...	1 12 0	
Aranya Jatra ...	...	...	0 11 0	
Loharam's Byakarana ...	...	...	0 12 0	
				4 15 0
(Three more books costing Rs. 4-3-0 used in previous classes.)				
<i>Fifth Year Class.</i>				
Keightley's Elementary History of Rome ..	...	...	1 12 0	
Anderson's Geography ...	...	...	0 12 0	
Charupatha, Part III. ...	...	...	0 12 0	
				3 4 0
(Five more books costing Rs. 6-8-0 used in previous classes.)				
<i>Sixth Year Class.</i>				
Douglas's Progressive English Reader, Sixth Book ..	...	...	1 4 0	
Ditto Spelling and Dictation Exercises ...	...	...	0 8 0	
				1 12 0
Carried over ...	...	...	.....	18 2 3

*Books used in Schools.*

Names of Books used in the Hindu School.	Price of Books.	
	Rs. As. P.	Rs. As. P.
Brought forward	.....	18 2 3
Hiley's English Grammar	1 19 0	
Lethbridge's History of India	2 0 0	
Todhunter's Algebra	1 4 0	
Ditto Euclid	1 12 0	
Rachanabali, by Jaffarinnath Sarma	0 12 0	
Nababodha Byakarana	0 12 0	
(Four more books costing Rs. 5-8-0 used in previous classes.)		10 4 0
<i>Seventh Year Class.</i>		
M'Culloch's Course of Reading	1 4 0	
Rijupatha, Part I....	0 8 0	
Sitar Banabasa	1 0 0	
Upakramanika	0 8 0	
(Eight more books costing Rs. 12-0 used in previous classes.)		8 2 0
<i>Eighth Year Class.</i>		
Entrance Course (English)	2 0 0	
Morell's Analysis	1 0 0	
Marshman's History of India, Part I.	1 12 0	
Collier's British Empire	1 0 0	
Rijupatha, Part III.	0 10 0	
Upakramanika, by Rajkrishna	1 8 0	
(Seven more books costing Rs. 10-0-0 used in previous classes.)		7 14 0
<i>Ninth Year Class.</i>		
Indian Geography. (Nelson's School Series)	0 8 0	
D'Cruz's Arithmetic	2 0 0	
(Eleven more books costing Rs. 15-2-0 used in previous classes.)		2 8 0
Total		41 14 3

*Books used in Schools.*

Names of Books used in the Howrah School.			Price of Books.	
			Rs. As. P.	Rs. As. P.
<i>First Year Class.</i>				
P. C. Sarkar's 3rd Book of Reading	...	...	0 5 0	
Ditto 2nd ditto	...	...	0 4 0	
Ditto 1st ditto	...	...	0 3 0	
Chamber's Geography	...	...	0 6 0	
Shilling Arithmetic (Barnard's)	...	...	0 12 0	
Charitabali	...	...	0 4 0	
Bodhodaya	...	...	0 3 0	
Barnaparichoya	...	...	0 1 0	2 6 0
<i>Second Year Class.</i>				
Moral Class Book (Chamber's)	...	...	0 12 0	
Hiley's Elementary Grammar	...	...	0 8 0	
Charupatha, Part I	...	...	0 6 0	
Upakramanica Byakarna	...	...	0 8 0	2 2 0
(Two more books costing Re. 1-2-0 used in the first year class.)				
<i>Third Year Class.</i>				
Prose Reader, No. IV	...	...	0 14 0	
Poetical English Reader, No. I	...	...	0 6 0	
Hiley's Abridged Grammar	...	...	0 12 0	
Cornwell's Geography	...	...	0 8 0	
Modern Geography	...	...	0 4 0	
Barnard Smith's Arithmetic	...	...	2 4 0	
Birat Parba (Bengali)	...	...	0 8 0	5 8 0
(One more book costing annas 8 only used in previous classes.)				
<i>Fourth Year Class.</i>				
Asingar Reader, No. I	...	...	0 12 0	
Poetical English Reader, No. II	...	...	0 8 0	
Marshman's History of Bengal	...	...	0 10 0	
Exile of Sita	...	...	1 0 0	2 14 0
(Five more books costing Rs. 4-4-0 used in previous classes.)				
<i>Fifth Year Class.</i>				
R. B. Mann's Lessons in General Knowledge, Part II	...	...	0 8 0	
Poetry, No. III	...	...	1 0 0	
Little Arthur's History of England	...	...	1 4 0	
Todhunter's Euclid	...	...	1 12 0	
Ditto Algebra	...	...	1 4 0	
Rijupath, Part I	...	...	0 6 0	
Koumudi, Part I	...	...	0 8 0	
Telemachus (Bengali)	...	...	1 4 0	7 14 0
(Four more books costing Rs. 4-0-0 used in previous classes.)				
Carried over			.....	30 12 0

# APPENDIX C.

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## Books used in Schools.

Names of Books used in the Howrah School.		Price of Books.	
		Rs. As. P.	Rs. As. P.
Brought forward		.....	20 12 0
<i>Sixth Year Class.</i>			
English Reader	...	1 0 0	
McLeod's Deserted Village	...	0 12 0	
Hiley's Grammar	...	1 12 0	
Anderson's Geography	...	0 12 0	
Indian Geography (P. C. Sarkar's)	...	0 12 0	
Lethbridge's History of India	...	2 0 0	
Coker's British Empire	...	1 0 0	
Surveying	...	1 0 0	
Rajupath, Part III	...	0 10 0	
Charupath, Part III	...	0 12 0	10 6 0
(Four more books costing Rs. 5-12-0 used in previous classes.)			
<i>Seventh Year Class.</i>			
Entrance Course (English)	...	2 0 0	
Ditto ditto (Sanskrit)	...	0 10 0	
Ditto ditto (Bengali)	...	1 4 0	
Dharmasanti	...	1 0 0	
Marshman's History of India	...	3 0 0	
Burges's Indian Geography	...	0 4 0	
Barnard Smith's Arithmetic and Algebra	...	5 0 0	13 2 0
(Four more books costing Rs. 5-4-0.)			
<i>Eighth Year Class.</i>			
Todhunter's Algebra (large)	...	3 12 0	
Morell's Analysis of Sentences	...	1 0 0	
(Eleven more books costing Rs. 15-10-0 used in previous classes.)			
Total		.....	49 0 0



*Books used in Schools.*

Names of Books used in the English Department of the Calcutta Pathshala.			Price of Books.	
			Rs. As. P.	Rs. As. P.
<i>First Year Class.</i>				
English Reading Book, No. I	...	...	0 3 0	
Hitasikhasya, Part I	...	...	0 2 0	
Lessons on Things	...	...	0 6 0	
Verse Book	...	...	0 4 0	
				0 15 0
<i>Second Year Class.</i>				
English Reading Book, No. II	...	...	0 5 0	
Elements of Grammar	...	...	0 1 6	
First Geography (C. S. B. S.)	...	...	0 2 6	
Hita Sikhsya, Part II	...	...	0 3 0	
Barnard Smith's Arithmetio	...	...	2 4 0	
(Two more books costing annas 10 used in the first year class.)				3 0 0
<i>Third Year Class.</i>				
English Reading Book, No. III	...	...	0 6 0	
Lennie's Grammar	...	...	0 12 0	
Marshman's History of Bengal	...	...	1 2 0	
Hita Sikhsya, Part III	...	...	0 6 0	
Kabita Kalap	...	...	0 4 0	
(Two more books costing Rs. 2-6-6 used in previous classes.)				2 14 0
<i>Fourth Year Class.</i>				
Moral Class Book	...	...	0 12 0	
Poetical Reader, No. I	...	...	0 6 0	
Hita Sikhsya, Part IV	...	...	0 10 0	
Upakramanika	...	...	0 8 0	
(Five more books costing Rs. 4-8-6 used in previous classes.)				2 4 0
<i>Fifth Year Class.</i>				
Asimghur Reader, No. I	...	...	0 12 0	
Poetical Class Book	...	...	0 6 0	
Keightley's England (smaller)	...	...	2 8 0	
Anderson's Geography	...	...	0 12 0	
Todhunter's Euclid	...	...	1 12 0	
Ditto Algebra	...	...	1 4 0	
Nitibodha	...	...	0 6 0	
Kabita Kusumanjauli	...	...	0 6 0	
(Three more books costing Rs. 3-8 used in previous classes.)				8 2 0
<i>Sixth Year Class.</i>				
Prose and Verse Reader	...	...	0 12 0	
Hiley's Grammar	...	...	1 12 0	
Lethbridge's History of India	...	...	2 0 0	
Padarthya a Darsana	...	...	0 8 0	
Charupatha, Part III	...	...	0 12 0	
(Four more books costing Rs. 6-0 used in previous classes.)				5 12 0
<i>Seventh Year Class.</i>				
Hunter's History of India	...	...	1 0 0	
Todhunter's Algebra (large)	...	...	3 12 0	
Baker's Surveying	...	...	1 0 0	
Arthya Vyabahara	...	...	0 8 0	
Sastha Rakhsya	...	...	0 8 0	
Bhu Vidya	...	...	0 8 0	
(Six more books costing Rs. 7-12 used in previous classes.)				7 4 0
Total ...	...	...	.....	30 2 0

*Books used in Schools.*

Names of Books used in the Vernacular Department of the Calcutta Pathshala.	Price of Books	Total.
	Rs. As. P.	Rs. As. P.
<i>First Year Class.</i>		
Prathama Path ... ..	0 1 0	
Dhara Path ... ..	0 1 0	0 2 0
<i>Second Year Class.</i>		
Ditiya Path ... .. (One more book costing one anna used in the first year class.)	0 1 0	0 1 0
<i>Third Year Class.</i>		
Tritiya Path ... ..	0 2 0	
Ganita Sutra ... ..	0 8 0	
Bhugol Sutra ... .. (One more book costing one anna used in previous classes.)	0 2 6	0 12 6
<i>Fourth Year Class.</i>		
Bodhodaya ... ..	0 3 0	
Kabita Parichaya ... ..	0 2 0	
Sisukodh Byakarana ... .. (Three more books costing annas 11 and pie 6 used in previous classes.)	0 2 0	0 7 0
<i>Fifth Year Class.</i>		
Akshayan Manjari ... ..	0 4 0	
Padya Path, Part I ... ..	0 2 0	
Loharam's Byakarana ... ..	0 12 0	
Bharat Harser Purabritta ... .. (Two more books costing as. 10 and pie 6 used in previous classes.)	0 8 0	1 10 0
<i>Sixth Year Class.</i>		
Charupath, Part II ... ..	0 6 0	
Padya Path, Part II ... ..	0 4 0	
Patugania ... ..	1 2 0	
Jadugopal's History of India ... ..	0 8 0	
Bhugol Bivaraana ... .. (One more book costing annas 12 used in previous classes.)	0 12 0	3 0 0
<i>Seventh Year Class.</i>		
Sitar Banabash ... ..	1 0 0	
Padya Path, Part III ... ..	0 8 0	
Kabita Kusumanjali, Part II ... ..	0 6 0	
Geometry (By Brahma Mohun Mullick) ... ..	2 0 0	
Krishna Chandra's History of India ... .. (Three more books costing Rs. 2-6-0 used in previous classes.)	0 12 0	4 10 0
<i>Eighth Year Class.</i>		
Charu Path, Part III ... ..	0 12 0	
Kusumabali ... ..	0 10 0	
Kamer Rajyabhisaka ... ..	1 0 0	
Bhubidya ... ..	0 8 0	
Tarini Charan's History of India ... ..	0 12 0	
Artha Byahara ... ..	0 8 0	
Pudantha Bidya ... ..	0 1 0	
Surveying, &c. ... .. (Six more books costing Rs. 5-10-0 used in previous classes.)	1 0 0	5 12 0
Total		16 6 6

*Books used in Schools.*

Names of Books used in "Primary Schools," also called "Lower Class Vernacular Schools."					Price of Books.		
<i>First Year Class.</i>					Rs.	As.	P.
Prothama Path	...	...	...	...	0	1	0
Dhara Path	...	...	...	...	0	1	0
							0 2 0
<i>Second Year Class.</i>					Rs.	As.	P.
Ditiya Path	...	...	...	...	0	1	0
(One more book costing one anna used in the first year class.)							0 1 0
<i>Third Year Class.</i>					Rs.	As.	P.
Nityapath	...	...	...	...	0	2	0
Gonita Sutra	...	...	...	...	0	6	0
Bhugol Sutra	...	...	...	...	0	2	6
							0 10 6
<i>Fourth Year Class.</i>					Rs.	As.	P.
Bodhoday	...	...	...	...	0	3	0
Padyapath	...	...	...	...	0	2	0
Sisubodh Byakarana	...	...	...	...	0	2	0
(Two more books costing annas 8 and pie 6 only used in the third year class.)							0 7 0
<i>Fifth Year Class.</i>					Rs.	As.	P.
Charupath, Part II.	...	...	...	...	0	6	0
Patiganita	...	...	...	...	1	2	0
(One more book costing annas 2 only used in previous classes)							1 8 0
<b>Total</b>							<b>2 12 6</b>

# APPENDIX C.

9

## Summary of School statistics in the Lower Provinces of Bengal.

Class of Schools.	Number of Schools.	% of Total	Receipts.		Subscriptions, Endowment, &c.	Expenditure.	Number of Pupils on 31st March 1873.	Average attendance daily.	Cost to Government per Pupil.	Total cost per Pupil.
			Fees, Fines, &c.	Government Grant.						
Higher Schools	Government ...	53	487	...	Rs. As. P.	Rs. As. P.	10,283	7,028	23 15 9	42 11 11
	Aided ...	78	467	...	26,303 15 11	4,18,916 11 9	8,112	6,552	8 13 0	32 5 4
	Total ...	130	954	...	69,227 9 7	1,59,240 2 81	19,394	13,779	17 6 11	44 1 2
	Unaided ...	47	308	...	85,621 9 6	6,67,258 14 51	11,029	...	...	...
	Total ...	177	1,262	...	...	...	30,423	...	...	...
Middle Schools	Government ...	221	526	...	2,341 1 3	1,09,448 13 11	12,612	9,309	7 6 4	11 12 1
	Aided ...	1,240	2,574	...	2,59,831 15 0	6,52,468 3 10	57,454	42,112	6 0 10	16 2 2
	Total ...	1,461	3,100	...	2,61,103 0 3	7,61,917 1 9	70,066	51,421	6 4 8	15 6 3
	Unaided ...	198	363	...	...	...	9,927	...	...	...
	Total ...	1,659	3,463	...	...	...	79,993	...	...	...
Primary Schools	Government ...	20	81	...	...	4,189 11 3	686	410	9 3 1	10 3 10
	Aided ...	615	626	...	21,839 2 11	62,919 16 0	18,277	12,174	2 6 8	4 12 3
	Total ...	1,912	1,706	...	15,199 2 0	1,20,751 11 3	45,916	32,465	2 13 4	4 9 7
	Unaided ...	2,451	2,694	...	36,567 4 11	2,17,770 4 6	64,779	46,048	2 13 4	4 11 2
	Total ...	10,618	10,303	...	...	...	1,57,967	...	...	...
Total ...		13,489	12,606	...	...	...	4,12,406	...	...	...

*Summary of School Statistics in the Lower Provinces of Bengal.—(Continued.)*

CLASS OF SCHOOL.	Number of Schools.	Number of Teachers.	RECEIPTS.			Expenditure.	Number of Pupils on 31st March 1873.	Average attend-ance daily.	Cost to Government per Pupil.	Total cost per Pupil.
			Fees, Fines, &c.	Government Grant.	Subscriptions, Endowment, &c.					
Normal Schools ...	Government ...	26	Ra. As. P.	Ra. As. P.	Ra. As. P.	Ra. As. P.				
	Aided ...	67	4,559 5 1	1,10,353 0 5	13 0 0	1,23,924 0 3	1,417	989	120 10 11	125 4 10
	Total ...	26	2,631 12 0	12,637 7 4	17,080 14 7	32,215 8	436	367	32 12 9	56 6 3
	Unaided ...	41	7,210 1 1	1,31,995 7 9	17,073 14 7	1,56,139 3 11	1,953	1,356	90 13 2	114 8 0
Girls' Schools ...	Government ...	2	8 8 0 0	10,109 5 9			14			
	Aided ...	297	12,853 8 6	60,531 13 3	97 14 6	10,904 7 9	118	87	3 2	125 5 5
	Total ...	299	13,701 8 6	70,641 3 0	98,681 0 10	1,63,169 1 11	9,040	6,183	9 12 7	28 6 3
	Unaided ...	45			89,758 15 4	1,74,073 9 8	8,158	6,269	11 4 8	27 12 3
Total of Government Schools ...	Government ...	322	2,47,361 13 2	3,92,163 12 7	28,845 15 8	6,66,495 12 11	23,045	18,721	20 15 1	35 9 7
	Aided ...	4,081	3,13,028 10 11	5,04,328 15 3	4,61,628 12 11	12,80,663 5 44	1,33,235	1,00,152	5 4 4	12 12 2
	Total ...	4,383	5,60,389 8 1	8,96,491 11 10	4,90,494 12 71	19,47,159 2 31	1,63,280	1,19,873	7 8 6	16 5 9
	Unaided ...	10,917					1,69,917			
Grand total ...	Government ...	15,290					3,33,197			
	Total ...	15,290					3,33,197			

Summary of School Statistics district by district.

Divisions.	Districts.	Description of Schools.	Number of Schools.	Number of Teachers.	Expenditure.			Total Cost.	Number of Pupils 31st March 1923.	Average attendance daily.	Population.	Expenditure on educa- tion to every 100,000 of the population.	Sum spent on primary education to every 1,000 of the population.
					Fee and Fines, &c.	Government Grant.	Local Subscrip- tion, &c.						
Burdwan Division	Burdwan	Government and Aided Schools	327	472	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	10,970	7,954	2,031,508	2,120	6.33
	Raneoch	Ditto	168	427	10,972 0 0	12,992 0 0	66,083 0 0	30,607 0 0	3,922	2,460	626,772	2,45	6.18
	Berhampur	Ditto	63	128	7,870 5 9	9,894 4 1	7,053 12 4	20,623 15 11	2,245	1,678	605,921	1,21	1.70
	Midnapur	Ditto	272	382	18,165 0 0	32,960 0 0	16,883 0 0	68,745 0 0	5,711	8,230	2,522,172	1,72	3.90
	Hughli	Ditto	298	700	66,408 10 3	61,258 4 1	6,132 4 7	2,11,087 2 1	14,089	10,523	1,401,621	6,14	2.45
	Total		994	1,828	1,17,474 5 0	1,6,772 10 11	103,286 10 11	4,25,311 0 0	36,917	29,295	7,267,304	2,213	6.26
Burdwan Division	Burdwan	Unaided Schools	612	645	15,288 0 0		14,083 0 0	30,408 0 0	1,954	7,577			
	Raneoch	Ditto	427	427	16,000 0 0			16,000 0 0	10,758	8,500			
	Berhampur	Ditto	544	544			3,071 0 0	39,234 0 0	19,813	15,164			
	Midnapur	Ditto	1,772	1,795	35,267 0 0		6,459 0 9	21,963 15 0	12,257	8,466			
	Hughli	Ditto	612	609	15,321 10 0								
	Total		3,927	4,007	82,777 2 0		25,119 8 9	1,07,775 15 0	63,493	39,417			
Grand Total 24-Pargannas			4,921	5,833					103,409	62,862			
Presidency Division	Nadules	Government and Aided Schools	344	773	50,246 8 0	24,081 0 6	41,446 10 4	1,58,429 0 2	17,433	17,025	2,210,047	2,579	6.58
	Jessore	Ditto	676	414	34,684 15 9	48,700 10 0	24,923 11 4	1,09,555 5 8	9,982	7,450	1,974,112	2,682	5.99
		Ditto	475	475	24,597 14 6	43,280 6 4	24,112 7 3	9,772 4 3	12,852	9,872	2,725,397	2,092	7.20
	Total		1,495	1,662	1,10,527 6 3	1,16,062 0 10	90,481 12 11	3,57,126 12 1	61,299	29,349	6,901,346	2,458	6.76
	24-Pargannas	Unaided Schools	448	532					13,143				
	Nadules	Ditto	262	310					6,527				
	Jessore	Ditto	186	194	6,488 15 0		766 2 9	7,172 1 9	3,535	106			
	Total		596	1,047	6,500 15 0		766 2 9	7,443 1 9	23,246				
Grand Total			1,919	2,745					63,316				

## Summary of School Statistics district by district.—(Continued.)

Divisions.	Districts.	Description of Schools.	Number of Schools.	Number of Teachers.	Receipts.			Total Cost.	Number of Pupils on Rolls on the 31st March 1873.	Average attendance daily.	Population.	Expenditure on education to every 100,000 of the population.	Sum spent on primary education to every 1,000 of the population.
					Fees and Fines.	Government Grant.	Local Subscription, &c.						
Calcutta	Calcutta	Government and Aided Schools	129	343	Ra. A. P. 94,533 1 6	Ra. A. P. 102,835 14 2	Ra. A. P. 75,441 10 10	Ra. A. P. 2,69,041 2 11	7,105	5,752	447,601	23,930	71
	Ditto	Unaided Schools	76	298	.....	.....	.....	.....	.....	8,563	.....	.....	.....
	Total	.....	205	641	.....	.....	.....	.....	.....	15,670	.....	.....	.....
	Total	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rajshahi Division	Murshadabad	Government and Aided Schools	144	178	Ra. Aa. P. 14,350 8 3	Ra. Aa. P. 31,992 3 4	Ra. Aa. P. 13,800 8 6	Ra. Aa. P. 69,539 13 10	4,131	3,087	1,355,549	2,523	281
	Dinepur	Ditto	253	273	6,983 14 6	21,954 5 6	7,730 6 0	99,673 10 0	6,287	4,459	1,501,934	1,691	703
	Maldah	Ditto	53	45	2,570 12 3	6,804 8 3	3,070 7 9	11,559 5 4	1,034	617	876,134	858	708
	Rajshahi	Ditto	173	253	7,140 8 3	26,849 6 1	19,469 6 5	52,553 4 9	5,185	3,335	1,110,727	2,048	480
	Barisal	Ditto	251	261	4,741 7 3	27,756 7 3	14,133 10 10	46,631 9 4	4,663	3,496	2,160,179	1,398	435
	Bohara	Ditto	41	67	3,391 12 6	6,922 1 1	3,767 2 4	10,997 15 11	1,492	2,153	680,467	1,603	26
	Pabna	Ditto	69	125	7,395 7 5	16,309 13 10	11,983 2 3	36,298 4 8	3,345	2,153	1,216,270	1,338	52
	Total	.....	983	1,207	46,479 6 2	1,42,868 13 4	72,934 12 1	2,65,236 15 10	26,325	18,192	8,902,551	1,604	348
	Murshadabad	Unaided Schools	173	...	.....	.....	.....	.....	.....	475	.....	.....	.....
	Dinepur	Ditto	2	2	3,195 6 9	.....	36,011 15 2	37,698 9 7	3,553	475	.....	.....	.....
Grand Total	Maldah	Ditto	43	...	2 0 0	.....	7 0 0	7 0 0	53	29	.....	.....	.....
	Rajshahi	Ditto	84	...	.....	.....	269 0 0	269 0 0	630	29	.....	.....	.....
	Barisal	Ditto	12	16	268 5 6	.....	3,014 2 6	2,211 6 3	1,448	130	.....	.....	.....
	Bohara	Ditto	10	11	433 3 9	.....	2,014 2 6	3,974 13 9	359	245	.....	.....	.....
	Pabna	Ditto	35	8	250 15 3	.....	3,541 10 0	3,974 13 9	359	245	.....	.....	.....
	Total	.....	358	39	359 6 0	.....	991 6 9	1,242 6 0	384	269	.....	.....	.....
Grand Total	Total	.....	1,341	...	4,537 5 3	.....	43,439 11 5	46,379 3 7	7,566	1,475	.....	.....	.....
	Grand Total	.....	1,341	...	.....	.....	.....	.....	33,391	.....	.....	.....	.....

Division	Government and Aided Schools	Unaided	Total	Government and Aided	Unaided	Total	Government and Aided	Unaided	Total	Government and Aided	Unaided	Total	Government and Aided	Unaided	Total
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Total	37	43	80	6,280	8	0	6,288	8	0	6,288	8	0	6,288	8	0
Cooh Division															
Jalpiri	37	43	80	6,280	8	0	6,288								



*Summary of School Statistics district by district.—(Continued.)*

[illegible]

Orissa Division	Outrack ...	Government and Aided ...	41	118	5,865	0 0	23,520	0 0	6,567	0 0	35,738	0 0	2,309	1,074	1,449,764	1,015	483
	Pooree ...	Ditto ...	40	81	1,472	0 0	7,852	0 0	3,448	0 0	13,769	0 0	1,386	1,079	789,674	1,023	1,37
	Balasore ...	Ditto ...	43	78	3,464	0 0	7,499	0 0	5,743	0 0	15,596	0 0	1,631	1,307	770,283	972	1,53
	Tributary ...	Ditto ...	15	23	231	0 0	2,453	0 0	.....	.....	2,684	0 0	547	325	1,283,309	191	29
	Mahala ...	Ditto ...	139	298	11,035	0 0	41,313	0 0	16,301	0 0	67,706	0 0	5,873	4,865	4,272,999	967	92
	Total ...	Unaided ...	1,934	1,937	27,324	0 0	.....	.....	2,860	0 0	24,935	0 0	14,594	10,116	.....	.....	...
	Pooree ...	Ditto ...	289	292	2,563	0 0	.....	.....	988	0 0	3,448	0 0	1,753	1,279	.....	.....	...
	Balasore ...	Ditto ...	1,010	1,010	15,000	0 0	.....	.....	.....	.....	15,000	0 0	9,947	8,000	.....	.....	...
	Tributary ...	Ditto ...	2	7	30	0 0	.....	.....	953	0 0	978	0 0	113	91	.....	.....	...
	Mahala ...	Ditto ...	.....	.....	39,854	0 0	.....	.....	4,589	0 0	44,417	0 0	36,746	19,485	.....	.....	...
Chota Nagpur Division	Total ...	.....	3,235	3,246	.....	.....	.....	.....	.....	.....	.....	.....	32,579	.....	.....	.....	...
	Grand Total ...	.....	3,374	3,512	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...
	Hasaribag ...	Government and Aided ...	11	26	1,205	0 6	3,793	10 3	990	5 6	5,013	5 6	516	399	763,000	460	101
	Lohardugga ...	Ditto ...	22	52	1,221	10 6	5,532	5 2	9,637	13 1	18,761	13 9	986	762	1,232,000	472	166
	Singbhum ...	Ditto ...	14	24	531	2 0	4,204	11 6	859	6 0	5,616	14 6	741	478	415,023	1,012	23
	Manbhum ...	Ditto ...	31	63	3,733	13 6	7,255	1 0	4,055	14 0	14,951	0 10	1,156	922	1,040,000	700	27
	Total ...	.....	78	165	6,756	10 6	21,115	11 11	15,573	6 7	43,243	1 7	3,369	2,661	3,450,023	612	33
	Hasaribag ...	Unaided ...	45	49	120	1 0	.....	.....	1,343	10 9	4,331	10 9	707	99	.....	.....	...
	Lohardugga ...	Ditto ...	4	4	.....	.....	.....	.....	490	4 9	410	10 10	73	70	.....	.....	...
	Singbhum ...	Ditto ...	20	20	.....	.....	.....	.....	.....	.....	.....	.....	251	.....	.....	.....	...
Grand Total ...	Manbhum ...	Ditto ...	72	72	.....	.....	.....	.....	.....	.....	.....	.....	1,238	.....	.....	.....	...
	Total ...	.....	141	145	130	1 0	.....	.....	1,853	15 6	1,762	10 7	2,229	169	.....	.....	...
	Grand Total ...	.....	219	310	.....	.....	.....	.....	.....	.....	.....	.....	5,695	.....	.....	.....	...

## Summary of School Statistics district by district.—(Continued.)

Division.	District.	Description of Schools.	Number of Schools.	Number of Teachers.	Receipts.			Total Cost.	Number of Pupils on March 1872.	Average attendance daily.	Population.	Expenditure on education to every 100,000 of the population.	Sum spent on primary education to every 1,000 of the population.
					Fees and fines.	Government Grant.	Local Subscription, &c.						
Assam Division	Goalpara	Government and Aided	20	45	1,471 7 0	6,920 0 0	5,040 10 3	13,431 7 3	880	440	444,781	1,558	275
	Kamrup	Ditto	64	91	7,508 8 10	15,173 7 5	1,761 14 0	24,163 14 3	2,123	1,631	531,631	1,701	498
	Darrang	Ditto	31	57	1,028 4 10	7,983 1 9	773 2 9	7,704 9 4	730	643	236,634	2,831	873
	Nowgong	Ditto	33	52	2,687 13 0	7,272 15 9	2,308 13 9	12,479 10 6	1,361	144	266,380	2,928	896
	Sibsagar	Ditto	26	36	2,682 7 0	5,873 13 1	.....	8,556 4 1	923	614	266,917	1,976	439
	Lakimpur	Ditto	3	12	2,461 8 9	4,854 13 0	.....	6,336 4 9	243	168	130,743	2,361	...
	Khasi and Jyntia	Ditto	58	69	214 6 0	8,942 9 0	4,136 10 1	13,211 0 10	1,161	790	141,683	6,305	1976
	Jaintia Hills	Ditto	13	13	.....	1,224 0 0	983 0 0	2,183 0 0	239	.....	50,000	3,448	1246
	Garo Hills	Ditto	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total	.....	263	365	17,685 7 6	54,453 11 0	14,837 8 10	86,985 3 0	7,063	5,143	2,108,763	3,562	646
Assam Division	Goalpara	Unaided	1	2	57 7 9	.....	1,277 4 8	1,334 13 5	40	40	.....	.....	.....
	Kamrup	Ditto	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Darrang	Ditto	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Nowgong	Ditto	1	1	60 8 0	.....	.....	60 8 0	9	8	.....	.....	.....
	Sibsagar	Ditto	1	1	265 9 0	.....	.....	265 9 0	69	47	.....	.....	.....
	Lakimpur	Ditto	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Khasi and Jyntia	Ditto	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Jaintia Hills	Ditto	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Garo Hills	Ditto	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total	.....	3	3	383 8 7	.....	1,277 4 8	1,660 13 5	118	95	.....	.....	.....
Grand Total			266	368	.....	.....	.....	.....	7,781	.....	.....	.....	.....

*List of Deputy Inspectors of Schools in the Lower Provinces of Bengal.*

Division.	Districts.	No. of Deputy Inspectors of Schools.	Salary drawn during the year 1871-72.	Travelling, &c. drawn during the year 1871-72.	Contingencies, &c., drawn during the year 1871-72.	Total of Inspection charges.
	<i>Western Districts.</i>		<i>Rs. As. P.</i>	<i>Rs. As. P.</i>	<i>Rs. As. P.</i>	<i>Rs. As. P.</i>
Burdwan Division...	1. Bardwan ...	6	8,100 0 0	3,336 0 0	144 0 0	11,580 0 0
	2. Bancorah ...	2	1,800 0 0	1,112 0 0	48 0 0	2,960 0 0
	3. Beerbhoom ...	2	3,600 0 0	1,172 12 0	1 0 0	4,773 12 0
	4. Midnapur ...	5	4,500 0 0	2,750 0 0	120 0 0	7,370 0 0
	5. Hugly with Howrah ...	3	1,800 0 0	550 0 0	24 0 0	2,374 0 0
	Total ...	18	23,700 0 0	10,461 2 6	550 0 0	34,711 2 6
	<i>Central Districts.</i>					
Presidency Division...	6. 24-Pergunnahs* ...	5	7,500 0 0	2,317 12 0	163 0 0	9,980 12 0
	7. Nuddea ...	4	5,400 0 0	2,003 8 3	114 0 0	7,517 8 3
	8. Jessore ...	6	5,700 0 0	4,067 9 3	48 0 0	9,735 9 3
	Total ...	15	18,600 0 0	9,388 0 6	325 0 0	27,235 10 6
Rajshahye Division...	9. Moorshedabad ...	4	3,000 0 0	2,354 15 0	54 0 0	5,408 15 0
	10. Dinajpur ...	4	3,000 0 0	2,296 0 0	63 0 0	5,359 0 0
	11. Malda ...	1	1,200 0 0	665 4 0	50 8 0	1,915 12 0
	12. Rajshahye ...	4	4,500 0 0	2,654 11 3	48 0 0	7,193 11 3
	13. Rungpur ...	4	3,430 0 0	1,979 6 0	57 0 0	5,466 6 0
	14. Bograh ...	1	900 0 0	704 0 0	.....	1,604 0 0
	15. Pulna (Serajganj) ...	2	2,700 0 0	1,412 6 6	48 0 0	4,160 6 6
	Total ...	21	22,330 0 0	12,657 2 0	350 8 0	35,337 10 0
Cooch Behar Division...	16. Darjeeling ...	† 1	275 0 0	35 8 0	24 0 0	334 8 0
	17. Julpigoree (Cooch Behar Tributary State) ...	Nil.	900 0 0	600 0 0	.....	1,500 0 0
	Total ...	2	1,175 0 0	635 8 0	24 0 0	2,004 8 0
	<i>Eastern Districts.</i>					
Dacca Division...	18. Dacca ...	3	4,937 4 2	2,396 11 0	573 0 0	7,917 4 2
	19. Furreedpore ...	1	9,042 6 6	2,312 0 0	111 3 0	11,465 9 6
	20. Backerganj ...	10	1,354 13 4	447 15 0	167 14 11	1,968 11 3
	21. Mymensing ...	2	2,907 15 3	604 0 0	217 3 0	3,728 18 3
	22. Sylhet ...	1	1,586 1 0	730 8 6	401 0 0	2,717 9 6
	Total ...	8	11,729 6 0	4,512 14 6	1,362 15 5	17,603 3 11
Chittagong Division...	24. Chittagong ...	1	1,091 14 6	750 8 0	90 15 5	1,932 8 11
	25. Nonkhally ...	1	1,200 0 0	825 5 0	94 7 0	2,119 12 0
	26. Tipperah ...	1	1,200 0 0	600 14 0	124 2 6	2,124 6 6
	27. Chittagong Hill Tracts Hill Tipperah ...	Non- .....	.....	.....	.....	.....
	Total ...	3	3,491 14 6	2,175 11 0	314 8 11	6,104 2 5
Patna Division...	28. Patna ...	1	3,913 7 11	651 3 0	354 5 0	4,918 15 11
	29. Gya ...	1	1,740 0 0	675 0 0	284 0 0	2,699 0 0
	30. Shahabad ...	The district of Shahabad is united with Patna.	.....	.....	.....	.....
	31. Tirhoot ...	1	2,439 14 7	651 2 0	334 0 0	3,424 16 7
	32. *Baran ...	1	1,629 0 5	634 7 0	230 11 11	2,503 8 6
	Total ...	4	9,692 6 11	2,653 5 0	1,208 0 11	13,553 12 10

\* Including Calcutta

† The post of Deputy Inspector of Schools in Darjeeling has been abolished.

*List of Deputy Inspectors of Schools in the Lower Provinces of Bengal.—(Continued.)*

DIVISION.	DISTRICTS.	No. of Deputy Inspectors of Schools.	Salary drawn during the year 1871-72.	Travelling, &c., drawn during the year 1871-72.	Contingencies, &c., drawn during the year 1871-72.	Total of Inspection Charges.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Bhaugulpur Division	34. Monghyr ...	1	1,825 15 6	601 0 6	347 3 0	2,773 8 0
	35. Bhaugulpur ...	1	2,319 11 7	674 1 9	213 0 0	3,206 13 4
	36. Purneah ...	1	1,448 14 5	323 12 0	2 7 0 0	1,978 10 5
	37. Southal Pargunnas	None	.....	.....	.....	.....
	Total ...	3	5,594 9 6	1,597 14 3	767 3 0	7,959 10 9
Orissa Division	38. Cuttack ...	1	1,200 0 0	556 0 0	24 0 0	1,780 0 0
	39. Pooree ...	1	800 0 0	556 0 0	24 0 0	1,490 0 0
	40. Balasore ...	1	1,200 0 0	556 0 0	24 0 0	1,780 0 0
	Cuttack Tributary Mehals	Nil	.....	.....	.....	.....
	Total ...	3	3,300 0 0	1,668 0 0	72 0 0	5,040 0 0
Chota Nagpur Division	41. Hazareebaugh ...	2	2,100 0 0	1,099 7 0	48 0 0	3,247 7 0
	42. Lohardugga ...					
	43. Singhbhoom ...					
	44. Manbhoom Tributary Mehals...					
	Total ...	2	2,100 0 0	1,099 0 0	48 0 0	3,247 7 0
Assam Division	45. Goalpara ...	1	1,800 0 0	513 6 3	68 0 0	2,406 6 3
	46. Kamroop ...	1	1,485 0 0	631 0 0	35 6 0	2,151 6 0
	47. Durrung ...	1	1,200 0 0	429 4 0	30 0 0	1,659 4 0
	48. Nowgong ...	1	1,200 0 0	429 4 0	30 0 0	1,659 4 0
	49. Seebasgur ...	1	1,200 0 0	429 4 0	30 0 0	1,659 4 0
	50. Luskimpur ...	1	1,200 0 0	429 4 0	30 0 0	1,659 4 0
	51. Naga Hills ...	1	750 0 0	531 4 0	54 0 0	1,335 4 0
	52. Khasi and Jynteah Hills	1	750 0 0	531 4 0	54 0 0	1,335 4 0
	53. Garo Hills ...	1	750 0 0	531 4 0	54 0 0	1,335 4 0
	Total ...	4	5,235 0 0	2,124 14 3	182 6 0	7,543 4 3

## SUMMARY.

Burdwan Division	19	23,700 0 0	10,481 2 6	550 0 0	34,731 2 6
Presidency	15	18,000 0 0	9,308 10 6	327 0 0	28,235 10 6
Rajshahye	21	22,330 0 0	12,657 3 9	389 8 0	35,376 10 9
Cooch Behar	2	1,175 0 0	805 8 0	24 0 0	2,004 8 0
Dacca	8	11,728 6 0	4,542 14 6	1,140 15 5	17,412 3 11
Chittagong.	3	3,491 14 6	2,389 11 0	313 8 11	6,194 2 5
Patna	4	9,693 6 11	2,552 6 0	1,216 0 11	13,360 13 10
Bhaugulpur	3	5,594 9 6	1,597 14 3	767 3 0	7,959 10 9
Orissa	3	3,300 0 0	1,668 0 0	72 0 0	5,040 0 0
Chota Nagpur	2	2,100 0 0	1,099 7 0	48 0 0	3,247 7 0
Assam	4	5,235 0 0	2,124 14 3	182 6 0	7,543 4 3
Total	81	1,06,847 4 11	49,296 9 9	5,030 10 3	1,61,174 8 11

				Rs. As. P.
Salaries of 6 Inspectors	...	...	...	79,759 5 4
Travelling allowance of ditto	...	...	...	7,039 10 8
Office Establishment, &c., ditto	...	...	...	16,976 12 6
Salaries of 81 Deputy	...	...	...	1,06,847 4 11
Travelling allowances of ditto	...	...	...	49,296 9 9
Fees and Contingencies	...	...	...	5,030 10 3
Total	...	...	...	3,64,850 5 8

*List of Endowed and Government Scholarships.*

	Gained what Examinations.	Number available every year.	Number of years tenable.	Value of each Scholarship in Rupees monthly.	Value of each Scholarship in Rupees annually.	Total annual value of all Scholarships, Rupees.
<b>ENDOWED SCHOLARSHIPS.</b>						
<b>UNIVERSITY SCHOLARSHIPS.</b>						
5 Fremchand Roychand Studentship	Special after M. A.	1	5	166 1/2	2,000	10,000
4 Duff Scholarships	1st Art	4	1	15	180	720
Eshan Scholarships	M. A.	1	1	...	...	600
						11,320
<b>COLLEGE AND SCHOOL SCHOLARSHIPS.</b>						
<b>Presidency College Scholarships.</b>						
<i>Present names and worth.</i>						
Burdwan Scholarship	B. A.	1	1	50	600	600
Dwarkanath Tagore Scholarships	"	1	1	50	600	600
Bird Scholarships	"	1	1	40	480	480
Ryan Scholarships	"	1	1	40	480	480
Three Hindu College Scholarships	"	3	1	30	360	1,080
						3,240
<i>Real names and original worth.</i>						
Hon'ble W. W. Bird	.....	1	...	20	...	...
Right Hon'ble Sir Edward Ryan	.....	1	...	16	...	...
Babu Dwarkanath Tagore	.....	1	...	25	...	...
Maharaja of Burdwan	.....	2	...	44	...	...
Raja of Burdwan Family	.....	1	...	24	...	...
Tagore Family	.....	1	...	23	...	...
Gopee Mohun Deb Family	.....	1	...	18	...	...
Joykisen Singha Family	.....	1	...	12	...	...
Gangadhar Das	.....	1	...	12	...	...
Hindu College...	.....	...	...	40	...	...
						211
<b>Engineering College.</b>						
General Forbes' Memorial Scholarships	College	3	1	15	180	360
<b>Medical College.</b>						
Goodeve	5th year	1	1	13	156	156
<b>Hoochly College.</b>						
Kartiani (to be increased)	L.A.	1	2	16	192	384
Zemindari...	Entrance	2	2	8	96	384
						768
<b>Harballab Narayan Sinha's Scholarships, Bhagalpur</b>						
{ For First Arts. }		1	2	10	120	240
<b>Durga Charan Laha Scholarships:—</b>						
Presidency College	For Honor	1	1	40	480	480
Banskrit College	For Honor	1	1	25	300	300
Hoochly College	For Honor	1	1	25	300	300
Medical College	{ For M. B. Examination. }	1	2	30	360	720
General Assembly's College	For B. A.	1	2	20	240	480
Presidency College	{ For First Arts. }	1	2	10	120	240
						2,520
<b>GOVERNMENT SCHOLARSHIPS.</b>						
<b>Engineering College</b>						
University Entrance or B. C. E.		5	2	50	600	6,000
<b>Medical Scholarships</b>						
1st year		3	1	8	96	768
2nd year		3	1	8	96	768
3rd year		3	1	8	96	480
Do.		3	1	8	96	768
Licentiate	4th & 5th	14	1	12	144	2,016
<b>Total</b>						6,864

\* Alterations in the rate of interest of Government securities have somewhat altered the value of these endowments.

*List of Endowed and Government Scholarships.—(Continued.)*

	Gained at what Examinations.	Number available every year.	Number of years tenable.	Value of each Scholarship in Rupees monthly.	Value of each Scholarship in Rupees annually.	Total annual value of all Scholarships, Rupees.
<b>Military Class Stipends ...</b>						
Bengali " " ...	.....	.....	.....	.....	.....	10,800
Assamese " " ...	.....	.....	.....	.....	.....	4,080
<b>Total ...</b>	.....	.....	.....	.....	.....	720
<b>Senior Scholarships tenable for 2 years.</b>						20,400
Senior Scholarships, 1st grade ...	L. A.	10	2	32	394	7,680
" " 2nd " " ...	Do.	12	2	25	300	7,200
" " 3rd " " ...	Do.	18	2	20	240	8,640
<b>Total ...</b>	.....	.....	.....	.....	.....	23,520
<b>Junior Scholarships tenable for 3 years.</b>						
Junior scholarships, 1st grade ...	Entrance	16	2	18	216	4,320
" " 2nd " " ...	Do.	50	2	14	168	16,800
" " 3rd " " ...	Do.	100	2	10	120	24,000
<b>Total ...</b>	.....	.....	.....	.....	.....	45,120
<b>Minor Scholarships ...</b>	2 years below the Entrance.	100	2	5	60	12,000
<b>Vernacular Scholarships...</b>	{	225	1	4	48	10,800
		225	4	4	48	43,200
<b>Total ...</b>	.....	.....	.....	.....	.....	54,000
<b>Sanskrit College Scholarships</b>	R. A	1	1	50	600	600
" " " " ...	Do.	1	1	35	420	420
" " " " ...	Do.	1	1	25	300	300
" " " " ...	3rd year class.	1	1	20	240	240
" " " " ...	Do.	1	1	16	192	192
" " " " ...	Do.	1	1	14	168	168
" " " " ...	Do.	1	1	12	144	144
" " " " ...	1st year class.	10	2	10	120	2,400
" " " " ...	Alankar or Rhetoric class.	8	2	8	96	1,536
<b>Total ...</b>	.....	.....	.....	.....	.....	6,000
<b>Calcutta Madrasa, Arabic Department</b>	College Examination.	5	1	4	48	240
" " " " ...	.....	9	1	5	60	402
" " " " ...	.....	6	1	6	72	378
" " " " ...	.....	6	1	8	96	720
<b>Anglo-Persian Department</b>	.....	6	1	10	120	485
" " " " ...	.....	3	1	4	48	144
" " " " ...	.....	5	1	5	60	300
" " " " ...	.....	3	2	8	96	678
<b>Total ...</b>	.....	.....	.....	.....	.....	3,528
<b>Hooghly Madrasa, Arabic Department</b>	College Examination.	4	1	5	60	240
" " " " ...	.....	7	1	6	72	72
" " " " ...	.....	1	1	7	84	84
" " " " ...	.....	2	1	8	96	192
" " " " ...	.....	1	1	9	108	108
<b>Anglo-Persian Department</b>	.....	8	1	10	120	960
" " " " ...	.....	4	1	3	36	144
" " " " ...	.....	14	1	4	48	672
" " " " ...	.....	10	1	5	60	600
" " " " ...	.....	6	2	6	72	864
<b>Total ...</b>	.....	.....	.....	.....	.....	3,936

\* Alterations in the rate of interest of Government securities have somewhat altered the value of these endowments.

*Award of Senior Scholarships, 1872.*

BY WHAT INSTITUTIONS GAINED.	1st Grade, Rs. 32 per mensem.	2nd Grade, Rs. 25 per mensem.	3rd Grade, Rs. 20 per mensem.	TOTAL.
Government Colleges	10	11	17	38
Aided Colleges	.....	1	1	2
Total	10	12	18	40

*Distribution of Senior Scholarships, 1872.*

WHERE MADE TENABLE.	Monthly Fee payable.	Number of Scholarships.
<i>Government Colleges.</i>	Rs. A. P.	
Presidency College	12 0 0	25
Krishnaghur College	6 0 0	4
Hooghly College	5 0 0	8
Patna College	5 0 0	2
Dacca College	5 0 0	1
		37
<i>Aided Colleges.</i>		
Cathedral Mission College	5 0 0	2
Free Church College, Calcutta	5 0 0	1
		3
Total	.....	40



*Award of Junior Scholarships, 1872.*

BY WHAT INSTITUTIONS GAINED.	SCHOLARSHIPS.			
	1st Grade, Rs. 18 a month.	2nd Grade, Rs. 14 a month.	3rd Grade, Rs. 10 a month.	TOTAL.
Government Schools	8	32	71	111
Aided Schools ...	0	1	5	6
Unaided Schools ...	2	17	24	43
Total ...	10	50	100	160

*Distribution of Junior Scholarships.*

WHERE TENABLE.	Monthly Fee payable.	Number of Scholarships.	
<i>Government Colleges.</i>	Rs. A. P.		
Presidency College ...	*6 0 0	72	
Dacca College ...	5 0 0	19	
Hughly College "	5 0 0	12	
Krishnaghur College ...	5 0 0	8	
Berhampur College ...	5 0 0	5	
Patna College ...	5 0 0	9	
Sanskrit College ...	5 0 0	5	
Medical College ...	5 0 0	5	
Cuttack School ...	3 10 0	4	
<i>Aided Colleges.</i>			139
Free Church College, Calcutta ...	5 0 0	6	
General Assembly's College, Calcutta ...	5 0 0	4	
St. Xavier's College, Calcutta ...	8 0 0	4	
London Mission College, Bhovanipur ...	5 0 0	2	
<i>Unaided Colleges.</i>			16
Dorseton College ...	12 0 0	4	
La Martiniere College ...	10 0 0	1	
Total ...	.....	.....	5
			160

\* The fee is Rs. 12 for all students other than junior scholars.

## MINOR SCHOLARSHIPS.

*Abstract of the Award of Minor Scholarships for 1871-72.*

INSPECTORS' DIVISIONS.	Number of Candidates.	NUMBER WHO PASSED IN			Number who gained Scholarships.
		1st Division.	2nd Division.	3rd Division.	
Central Division ...	283	16	63	100	27
North-Central Division ...	274	14	69	128	20
South-East Division ...	162	5	10	56	21
South-West Division ...	293	4	27	42	20
North-East Division ...	49	.....	8	27	7
North-West Division ...	55	5	6	4	4
Total ...	1,116	44	183	357	99

## VERNACULAR SCHOLARSHIPS.

*Abstract of the Award of Vernacular Scholarships for 1871-72.*

INSPECTORS' DIVISIONS.	Number of Candidates.	NUMBER WHO PASSED IN			Number who gained Scholarships.
		1st Division.	2nd Division.	3rd Division.	
Central Division ...	457	69	136	178	43
North Central Division ...	614	33	202	261	50
South-East Division ...	752	55	195	305	70
South-West Division ...	715	24	106	286	84
North-East Division ...	339	11	68	119	60
North-West Division ...	306	62	97	81	80
Total ...	3,183	254	804	1,233	837

*List of Aided Schools under Missionary Bodies in the Lower Provinces of Bengal.*

CLASS OF SCHOOLS AND EDUCATIONAL DIVISIONS.			Number of Schools	Number of Pupils on the Rolls on 31st March 1872.	Average Monthly Attendance.	Average Daily Attendance.	Receipts from Government during 1871-72.	Receipts from Fees and Fines during 1871-72.	Receipts from other Local Sources during 1871-72.	Total of Receipts during 1871-72.
			UNDER GRANT-IN-AID RULES.							
<i>Higher English.</i>							Rs.	Rs.	Rs.	Rs.
Central Circle	...	...	9	1,348	1,372	1,014	7,980	13,789	9,780	31,549
South-East "	...	...	1	39	44	31	240	8	278	600
South-West "	...	...	2	161	177	117	1,401	1,047	2,611	5,049
Other Circles	...	...	None	.....	.....	.....	.....	.....	.....	.....
Total	...	...	12	1,548	1,493	1,162	9,711	14,918	12,569	37,199
<i>Middle English.</i>										
Central Circle	...	...	7	765	716	603	2,592	2,344	9,178	14,114
South-West "	...	...	2	94	89	91	552	298	426	1,266
Other Circles	...	...	None	.....	.....	.....	.....	.....	.....	.....
Total	...	...	9	859	805	694	3,144	2,632	9,604	15,380
<i>Middle Vernacular.</i>										
Central Circle	...	...	13	731	729	549	2,419	1,475	2,210	6,104
South-West "	...	...	1	94	96	80	168	78	114	360
Other Circles	...	...	None	.....	.....	.....	.....	.....	.....	.....
Total	...	...	14	825	825	629	2,587	1,553	2,324	6,464
<i>Lower Vernacular.</i>										
Central Circle	...	...	89	3,699	3,372	2,746	5,190	2,636	6,275	14,101
South-West "	...	...	44	1,102	1,013	772	2,028	.....	2,244	4,272
North-West "	...	...	32	730	644	405	1,438	.....	1,437	2,875
Other Circles	...	...	None	.....	.....	.....	.....	.....	.....	.....
Total	...	...	165	5,531	5,029	4,013	8,656	2,636	9,956	21,248
<i>Girls' Schools.</i>										
Central Circle	...	...	23	774	773	577	5,070	477	10,032	16,479
South-West "	...	...	10	900	899	840	3,858	224	4,853	8,935
North-West "	...	...	1	13	12	10	36	.....	36	72
North Central "	...	...	2	86	84	44	276	37	391	704
Other Circles	...	...	None	.....	.....	.....	.....	.....	.....	.....
Total	...	...	36	1,737	1,778	1,461	10,140	738	15,312	26,190

*List of Aided Schools under Missionary Bodies in the Lower Provinces of Bengal.—(Continued).*

CLASSES OF SCHOOLS AND EDUCATIONAL DIVISIONS.		Number of Schools.	Number of Pupils on the Rolls on 31st March 1872.	Average Monthly Attendance.	Average Daily Attendance.	Receipts from Government during 1-7-72.	Receipts from Fees and Fines during 1-7-72.	Receipts from other local sources during 1-7-72.	Total of Receipts during 1-7-72.
		UNDER GRANT-IN-AID RULES.							
<i>Zenanas.</i>						Rs.	Rs.	Rs.	Rs.
Central Circle	...	98	1,432	1,342	1,900	14,012	2,328	31,482	47,819
South-West "	...	2	186	178	178	588	82	1,104	1,913
Total	...	98	1,618	1,520	1,438	14,600	2,357	32,675	49,833
<i>Normal Schools for Masters.</i>									
Central Circle	...	2	33	42	39	1,561	.....	3,214	4,776
South West "	...	3	117	120	112	1,830	.....	1,830	3,660
North-West "	...	3	90	93	86	2,963	.....	3,107	5,900
Other Circles	...	None.	.....	.....	.....	.....	.....	.....	.....
Total	...	6	240	354	236	6,177	.....	8,151	14,328
<i>Normal Schools for Mistresses.</i>									
Central Circle	...	1	15	16	14	1,020	2,652	3,627	6,269
North-West "	...	1	7	7	7	240	.....	240	490
Total	...	2	22	21	21	2,160	2,652	3,867	6,760
		UNDER OTHER RULES.							
<i>Middle English.</i>									
Central Circle	...	3	151	79	79	514	56	596	7,185
<i>Lower Vernacular.</i>									
Central Circle	...	12	195	173	163	870	.....	420	990
South-East "	...	49	834	720	550	2,475	.....	3,324	6,208
South-West "	...	15	541	549	297	816	82	329	1,237
North-East "	...	86	723	1,067	763	3,617	56	1,766	5,444
North Central "	...	16	499	444	305	852	251	954	1,061
Total	...	151	2,778	2,903	2,107	8,774	389	6,867	15,821
<i>Girls' School (Native).</i>									
South-East Circle	...	4	49	41	41	131	.....	154	28
<i>Normal School for Masters.</i>									
North-East Circle	...	4	80	119	99	670	.....	3,282	4,15

*List of Aided Schools under Christian Bodies other than Missionary Societies in the Lower Provinces of Bengal.*

CLASS OF SCHOOLS AND EDUCATIONAL DIVISIONS.				Number of Schools.	Number of Pupils on the Rolls on 31st March 1872.	Average Monthly Attendance.	Average Daily Attendance.	Receipts from Government during 1871-72.	Receipts from Fees and Fines during 1871-72.	Receipts from other Local Sources during 1871-72.	Total of Receipts during 1871-72.
				UNDER GRANT-IN-AID RULES.				Rs.	Rs.	Rs.	Rs.
<i>Higher English.</i>											
Central	Circle	...	...	1	81	75	75	428	902	1,080	3,420
South-East	"	...	...	1	155	127	97	540	1,687	.....	2,227
North-East	"	...	...	1	39	36	35	2,380	6,076	.....	8,456
Total				3	274	238	207	4,348	8,665	1,080	13,103
<i>Middle English.</i>											
Central	Circle	...	...	4	306	265	226	4,230	8,670	1,511	14,411
North-West	"	...	...	2	46	45	38	1,389	1,127	173	2,689
Total				6	352	310	264	5,619	9,797	1,684	17,100
<i>Lower Vernacular.</i>											
Central	Circle	...	...	1	121	123	97	320	.....	630	950
North Central	"	...	...	1	39	40	31	96	34	121	251
Total				2	160	163	128	416	34	751	1,201
<i>European Girls.</i>											
Central	Circle	...	...	6	555	525	404	11,316	6,931	11,840	30,129
South-West	"	...	...	3	90	75	53	1,860	1,115	1,007	3,972
Total				9	645	600	457	13,206	8,039	12,856	34,101
<i>Native Girls.</i>											
Central	Circle	...	...	10	318	332	286	3,031	.....	9,270	12,307
South-East	"	...	...	2	65	30	49	305	.....	234	539
Total				12	423	397	335	3,336	.....	9,504	12,846
<i>Middle English.</i>				UNDER OTHER RULES.							
Central	Circle	...	...	2	379	343	263	8,827	2,809	9,679	20,315
<i>Girls' Schools (Europeans, &amp;c.)</i>											
Central	Circle	...	...	3	363	239	182	5,041	527	4,341	9,907

# APPENDIX D.

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STATISTICS OF SCHOOLS KNOWN TO, OR INSPECTED BY, THE EDUCATIONAL  
DEPARTMENT IN THE LOWER PROVINCES OF BENGAL, ARRANGED  
ACCORDING TO THE DIVISIONS OF COMMISSIONERS, AND THE DISTRICTS  
IN EACH DIVISION, WITH A SUMMARY OF ALL THE SCHOOLS.

## APPENDIX D.

## Reports of Inspectors of Schools.

WESTERN DISTRICTS.  
Return of Schools in the Burdwan Commissionership.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscrip- tions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average atten- dance daily.	Cost to Government per Pupil.	Total cost per Pupil.
<i>Higher Schools.</i>										
Government ...	7	34	Rs. A. P. 44,959 15 0	Rs. A. P. 10,161 3 4	Rs. A. P. 13,632 0 7	Rs. A. P. 70,877 8 10	1,979	1,610	Rs. A. P. 6 5 3	Rs. A. P. 43 14 4
Aided ...	37	269	31,120 13 0	21,389 2 9	20,271 10 0	61,893 1 9	3,540	2,614	7 12 10	31 5 3
Total	44	293	75,150 12 0	31,550 6 1	42,803 10 7	1,52,570 10 7	5,519	4,224	7 3 10	36 1 11
Unaided	10	75	5,609 15 0	.....	22,657 15 9	28,221 6 9	1,645	1,033	.....	.....
Total	54	368	.....	.....	.....	.....	7,164	.....	.....	.....
<i>Middle Schools.</i>										
Government ...	24	81	7,677 14 0	8,291 10 3	921 4 0	16,904 3 3	2,136	1,619	5 1 11	10 6 0
Aided ...	259	769	45,146 7 0	58,041 5 4	55,170 11 10	1,60,143 2 3	12,376	9,401	6 3 9	17 0 6
Total	283	850	52,754 5 0	66,332 15 7	56,091 15 10	1,76,946 5 6	14,512	11,020	6 1 2	16 0 0
Unaided	11	25	770 3 0	.....	2,140 12 6	2,948 0 0	400	288	.....	.....
Total	298	875	.....	.....	.....	.....	14,912	.....	.....	.....
<i>Primary Schools.</i>										
Aided ...	134	134	1,154 6 6	5,434 5 0	3,404 5 3	10,477 14 0	4,279	3,027	1 12 8	3 7 4
Patchalas	465	465	14,573 9 6	25,579 13 9	2,136 15 9	43,684 1 0	14,558	9,925	3 9 2	4 4 9
Total	617	599	16,038 0 0	31,014 2 9	5,941 5 0	53,161 15 0	18,337	12,952	2 6 4	4 1 8
Unaided Schools & Indigenous Patchalas	3,904	3,905	76,327 0 0	.....	149 12 6	76,448 8 3	49,399	35,072	.....	.....
Total	4,521	4,504	.....	.....	.....	.....	79,736	.....	.....	.....
<i>Normal Schools.</i>										
Government ...	3	9	1,323 15 0	22,256 0 6	12 7 9	23,593 7 3	553	176	126 7 3	134 0 9
Aided ...	1	3	.....	1,200 0 0	1,200 0 0	2,400 0 0	55	60	20 0 0	40 0 0
Total	4	12	1,323 15 0	23,456 0 6	1,212 7 9	25,992 7 3	313	236	99 6 2	110 2 2
<i>Girls' Schools.</i>										
Aided ...	42	74	2,157 8 0	7,789 2 0	7,159 3 9	16,640 3 8	1,236	836	9 5 0	19 14 5
Unaided	2	2	.....	.....	261 0 0	261 0 0	39	24	.....	.....
Total	44	76	.....	.....	.....	.....	1,275	.....	.....	.....
Total of Government and Aided Schools	994	1,828	1,47,474 8 0	1,80,772 10 11	1,13,298 10 11	4,25,311 10 0	39,917	29,268	5 0 7	14 8 7
Total of Unaided Schools	3,927	4,007	82,707 2 0	.....	25,109 8 9	1,07,778 15 0	63,453	36,417	.....	.....
Grand Total	4,921	5,835	.....	.....	.....	.....	1,03,400	.....	.....	.....

# APPENDIX D.

3

## Western Division, Burdwan District.

### Return of Schools in the Burdwan District.

CLASS OF SCHOOLS.		No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscrip- tions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
<b>Higher Schools.</b>									
Aided	...	8	47	Ra. Rs. P. 5,391 0 0	Ra. A. P. 4,538 0 0	Ra. A. P. 6,112 0 0	Ra. A. P. 16,553 0 0	578	421
Unaided	...	3	30	542 0 0	.....	13,409 0 0	14,333 0 0	704	302
	Total	11	77	.....	.....	.....	.....	1,280	.....
<b>Middle Schools.</b>									
Government	...	5	15	616 0 0	2,018 0 0	73 0 0	2,708 0 0	281	206
Aided	...	64	181	10,484 10 0	15,177 10 0	14,519 10 0	40,567 2 0	2,637	2,065
	Total	69	196	11,100 10 0	17,195 10 0	14,590 10 0	43,273 2 0	2,918	2,271
Unaided	...	4	10	241 0 0	.....	540 0 0	775 0 0	140	.....
	Total	73	206	.....	.....	.....	.....	3,058	.....
<b>Primary Schools.</b>									
Aided	...	40	16	130 10 0	1,623 0 0	577 0 0	2,310 0 0	1,257	787
Patchalas	...	201	24	6,293 4 0	11,235 8 0	635 0 0	15,063 6 0	5,975	4,171
	Total	241	217	6,562 14 0	12,858 8 0	1,172 0 0	20,345 6 0	7,231	4,958
Unaided	...	683	612	15,725 0 0	.....	22 0 0	15,747 0 0	10,073	7,049
	Total	924	829	.....	.....	.....	.....	17,305	.....
<b>Normal Schools.</b>									
Government	...	1	3	.....	6,560 0 0	.....	6,560 0 0	66	60
<b>Girls' Schools.</b>									
Aided	...	8	12	944 0 0	1,722 0	1,232 0 0	3,733 0 0	174	124
Unaided	...	2	2	.....	.....	261 0 0	261 0 0	39	24
	Total	10	14	.....	.....	.....	.....	217	.....
<b>Total of Government and Aided Schools</b>		327	472	23,788 5 0	43,253 2 0	21,166 10 0	90,516 8 0	10,970	7,494
<b>Total of Unaided Schools</b>		613	644	15,908 0 0	.....	14,993 0 0	31,498 0 0	10,956	7,577
<b>Grand Total</b>		939	1,116	.....	.....	.....	.....	21,926	.....





## Western Division, Beerbhoom District.

## Return of Schools in the District of Beerbhoom.

CLASS OF SCHOOLS.		No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscrip- tions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
<b>Higher Schools.</b>									
Government	...	1	8	3,307 2 0	2,516 9 8	...	Rs. A. P. 5,913 11 9	220	149
Aided	...	2	10	615 6 6	144 5 9	1,651 3 0	3,230 15 3	109	86
Unaided	...	3	19	4,012 8 6	3,450 15 6	1,651 3 0	9,144 11 0	329	234
Total	...	1	3	...	...	...	...	95	...
Total	...	4	22	...	...	...	...	424	...
<b>Middle Schools.</b>									
Government	...	2	5	103 12 3	523 5 3	10 4 0	691 14 6	79	60
Aided	...	23	68	2,753 5 9	4,163 3 4	4,467 14 1	11,649 5 8	914	694
Unaided	...	25	73	2,911 2 0	4,953 6 7	4,278 2 1	12,311 4 2	592	754
Total	...	1	1	10 8 0	...	...	19 0 0	20	20
Total	...	28	74	...	...	...	...	1,721	...
<b>Primary Schools.</b>									
Aided	...	17	17	172 13 0	426 8 0	332 12 3	1,600 6 6	439	353
Unaided	...	13	13	521 14 3	763 4 0	146 14 0	1,431 13 3	358	256
Total	...	30	30	694 11 3	1,190 12 0	479 7 3	2,412 5 9	797	609
Total	...	502	502	...	...	...	...	6,959	...
Total	...	502	502	...	...	...	...	7,176	...
<b>Girls' Schools.</b>									
Aided	...	2	4	19 0 0	318 0 0	355 0 0	724 11 0	117	81
Total of Government and Aided Schools	...	60	128	7,650 5 8	9,884 4 1	7,033 12 4	24,632 15 11	2,245	1,678
Total of Unaided Schools	...	544	566	10 8 0	...	...	19 0 0	7,109	20
Grand Total	...	604	672	...	...	...	...	9,336	...

## Reports of Inspectors of Schools.

## Return of Schools in the District of Midnapore.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscrip- tions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
<b>Higher Schools.</b>								
Government	1	10	Rs. A. P. 4,935 0 0	Rs. A. P. 2,650 0 0	Rs. A. P. .....	Rs. A. P. 7,625 0 0	246	192
Aided	1	6	760 0 0	763 0 0	2,603 0 0	4,130 0 0	76	60
Total	2	16	5,695 0 0	3,413 0 0	2,603 0 0	11,715 0 0	322	243
Unaided	2	9	1,934 0 0	.....	3,536 0 0	5,460 0 0	201	141
Total	4	25	.....	.....	.....	.....	523	.....
<b>Middle Schools.</b>								
Government	7	18	2,049 0 0	1,512 0 0	533 0 0	4,443 0 0	517	380
Aided	43	125	5,481 0 0	9,414 0 0	9,298 0 0	24,883 0 0	1,951	1,384
Total	50	143	7,530 0 0	11,226 0 0	9,831 0 0	29,336 0 0	2,468	1,774
Unaided	1	2	13 0 0	.....	135 0 0	148 0 0	38	23
Total	51	145	.....	.....	.....	.....	2,506	.....
<b>Primary Schools.</b>								
Aided	52	44	51 0 0	1,692 0 0	1,390 0 0	3,029 0 0	1,056	684
Pathshala	162	163	4,873 0 0	8,470 0 0	664 0 0	14,112 0 0	4,615	3,275
Total	214	206	4,929 0 0	10,072 0 0	2,044 0 0	17,133 0 0	5,671	3,959
Unaided	1,729	1,729	33,600 0 0	.....	.....	33,600 0 0	19,174	15,000
Total	1,943	1,935	.....	.....	.....	.....	24,845	.....
<b>Normal Schools.</b>								
Government	1	3	.....	6,172 0 0	.....	6,172 0 0	83	53
Aided	1	3	.....	1,200 0 0	1,200 0 0	2,400 0 0	55	60
Total	2	6	.....	7,372 0 0	1,200 0 0	8,572 0 0	138	113
<b>Girls' Schools.</b>								
Aided	4	11	33 0 0	733 0 0	1,156 0 0	1,960 0 0	133	133
Total of Government and Aided Schools	272	382	19,165 0 0	32,860 0 0	16,583 0 0	68,735 0 0	8,731	6,230
Total of Unaided Schools...	1,733	1,740	35,667 0 0	.....	3,671 0 0	39,238 0 0	19,413	15,164
Grand Total	2,004	2,123	.....	.....	.....	.....	29,144	.....



## APPENDIX D.

## Reports of Inspectors of Schools.

CENTRAL DISTRICTS.  
Return of Schools in the Presidency Commissionership.

Class of Schools.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subsidies, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average daily attendance.	Cost to Government per each Pupil.	Total cost of each Pupil.
<b>Higher Schools.</b>										
Government Aided ..	4	36	Rs. A. P. 13,201 11 3	Rs. A. P. 18,068 14 2	Rs. A. P. 100 0 0	Rs. A. P. 31,453 9 5	677	485	Rs. A. P. 37 5 0	Rs. A. P. 64 13 9
Unaided ..	27	155	32,074 13 3	16,764 5 2	17,9 3 1 3	69,482 15 11	5,064	2,247	8 2 6	30 6 1
Total ..	31	221	45,276 8 6	36,861 3 4	18,063 1 3	10,041 9 4	3,771	2,772	13 4 7	36 6 7
Unaided ..	10	60	.....	.....	.....	.....	2,321	.....	.....	.....
<b>Middle Schools.</b>										
Government Aided ..	41	281	.....	.....	.....	.....	6,092	.....	.....	.....
Unaided ..	14	37	2,118 14 3	3,723 14 9	63 0 0	5,904 13 0	873	630	5 14 7	9 5 11
Total ..	269	710	47,262 12 9	57,200 10 3	61,453 10 9	1,56,881 5 6	14,149	10,501	5 7 1	14 15 0
Unaided ..	27	747	49,351 11 0	60,826 9 1	51,543 10 9	1,62,766 2 6	15,022	11,131	5 7 7	15 8 4
Total ..	304	825	.....	.....	.....	.....	1,503	.....	.....	.....
<b>Primary Schools.</b>										
Government Aided ..	2	3	103 11 3	395 0 0	.....	538 11 3	100	55	7 2 5	10 2 6
Unaided ..	229	201	7,715 14 0	13,974 11 0	8,133 1 8	27,643 11 4	7,726	5,514	2 8 4	4 15 9
Total ..	429	477	14,015 2 6	20,754 12 5	1,232 2 9	35,197 2 2	11,634	8,455	2 7 3	4 2 7
Unaided ..	689	641	21,597 11 9	35,128 7 5	9,305 10 5	63,399 8 9	19,400	14,054	2 7 11	4 8 2
Total ..	1,407	1,475	.....	.....	.....	.....	19,004	.....	.....	.....
<b>Normal Schools.</b>										
Government Aided ..	1	2	833 0 6	5,594 15 6	.....	6,429 0 0	79	41	136 7 4	156 13 7
Unaided ..	1	4	.....	1,511 3 0	1,514 0 0	2,980 1 9	13	19	79 10 11	156 13 6
Total ..	2	6	833 0 6	7,105 15 6	1,514 0 0	9,408 1 9	92	60	118 7 2	156 13 9
<b>Girls' Schools.</b>										
Government Aided ..	64	63	830 6 6	8,306 13 6	11,403 6 6	20,894 5 9	1,921	1,362	6 2 3	16 1 4
Unaided ..	17	25	.....	.....	.....	.....	450	.....	.....	.....
Total ..	71	111	.....	.....	.....	.....	2,311	.....	.....	.....
<b>Total of Government &amp; Aided Schools.</b>	1,021	1,689	1,18,329-6 3	1,45,363 0 10	91,894 12 11	3,57,129 12 1	40,286	29,379	5 0 9	13 1 11
<b>Total of Unaided Schools</b> ..	898	1,003	.....	.....	.....	.....	23,245	.....	.....	.....
<b>Grand Total</b> ..	1,919	2,701	.....	.....	.....	.....	63,514	.....	.....	.....

### *Return of Schools in the 24-Pergunnahs.*

CLASS OF SCHOOLS.		No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscrip- tions, &c.	Total cost.	No. of Pupils on 31st March 1873.	Average attendance daily.
<b>Higher Schools.</b>									
Government	...	3	16	5,200 7 3	3,076 15 7	...	8,276 6 10	321	244
Aided	...	13	99	19,577 7 3	10,156 14 6	9,214 8 0	39,491 10 8	1,880	1,343
Unaided	...	15	115	25,167 14 6	13,233 14 1	9,814 8 0	47,659 1 6	2,131	1,867
Total	...	31	175	...	...	...	...	1,839	...
<b>Middle Schools.</b>									
Government	...	7	22	1,384 7 0	1,916 1 6	...	3,270 8 6	547	401
Aided	...	136	966	21,423 12 3	27,144 6 9	21,515 1 8	73,417 8 11	7,771	2,925
Unaided	...	143	384	26,213 3 3	22,060 6 3	21,575 4 8	78,768 1 5	8,319	6,326
Total	...	186	430	...	...	...	...	770	...
<b>Primary Schools.</b>									
Government	...	1	2	73 4 0	275 0 0	...	347 4 0	24	21
Aided	...	146	211	7,163 6 0	9,370 0 6	4,991 3 8	21,455 0 1	5,843	4,231
Unaided	...	8	5	35 13 0	45 6 2	26 0 0	535 3 2	210	157
Total	...	157	221	7,382 7 9	10,099 6 8	5,034 3 5	22,637 7 3	6,077	4,509
Unaided	...	419	430	...	...	...	...	10,763	...
Total	...	576	611	...	...	...	...	16,760	...
<b>Girls' Schools.</b>									
Aided	...	20	51	267 14 6	4,587 5 6	6,692 10 0	11,544 6 0	987	643
Unaided	...	3	10	...	...	...	...	171	...
Total	...	34	61	...	...	...	...	1,058	...
<b>Total of Government and Aided Schools</b>									
Total of Unaided Schools	...	344	275	59,246 5 0	56,951 0 6	42,466 10 4	1,59,529 0 3	17,433	13,046
Grand Total	...	792	1,307	...	...	...	...	13,163	...

## Reports of Inspectors of Schools.

## Return of Schools in the District of Nuddea.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
<i>Higher Schools.</i>								
Government Aided	1	12	Rs. A. P. 5,821 19 0	Rs. A. P. 11,397 11 7	Rs. A. P. 5,829 7 6	Rs. A. P. 17,216 5 7	195	154
Unaided	11	66	10,180 4 9	6,829 2 5	.....	23,566 8 0	833	755
Total	12	78	16,001 14 9	18,014 14 0	5,829 7 6	39,753 13 7	1,193	909
	4	32	.....	.....	.....	.....	783	.....
Total	16	110	.....	.....	.....	.....	1,976	.....
<i>Middle Schools.</i>								
Government Aided	4	9	Rs. A. P. 608 12 9	Rs. A. P. 1,139 13 3	.....	Rs. A. P. 1,749 10 0	219	251
Unaided	6	176	13,152 10 0	15,161 7 0	13,253 5 4	41,526 10 1	3,169	3,158
Total	65	185	13,760 6 9	16,301 4 3	13,259 5 4	43,376 4 1	3,388	2,679
	12	24	.....	.....	.....	.....	574	.....
Total	77	209	.....	.....	.....	.....	3,963	.....
<i>Primary Schools.</i>								
Aided	6	7	Rs. A. P. 261 3 6	Rs. A. P. 709 4 0	Rs. A. P. 585 14 0	Rs. A. P. 1,555 6 0	268	206
Unaided	175	183	5,492 6 9	9,338 3 9	772 8 0	15,568 2 6	4,741	3,369
Total	181	190	5,753 10 3	10,067 7 9	1,358 6 0	17,123 8 6	5,009	3,564
	23	247	231 0 0	.....	.....	231 0 0	4,957	.....
Total	417	407	.....	.....	.....	.....	9,963	.....
<i>Normal Schools.</i>								
Aided	1	4	.....	Rs. A. P. 1,514 0 0	Rs. A. P. 1,514 0 0	Rs. A. P. 2,980 1 9	13	19
<i>Girls' Schools.</i>								
Aided	13	21	Rs. A. P. 163 0 0	Rs. A. P. 2,193 0 0	Rs. A. P. 3,024 8 6	Rs. A. P. 5,405 9 9	378	268
Unaided	10	16	.....	.....	.....	.....	214	.....
Total	23	37	.....	.....	.....	.....	592	.....
Total of Government and Aided Schools	271	443	35,654 15 9	48,090 10 0	24,965 11 4	1,08,568 5 8	9,981	7,439
Total of Unaided Schools	262	319	231 0 0	.....	.....	231 0 0	6,527	.....
Grand Total	533	767	.....	.....	.....	.....	16,508	.....

## Central Division, Jessore District.

## Return of Schools in the District of Jessore.

Class of Schools.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
<i>Higher Schools.</i>								
Government Aided	1	8	2,179 10 0	3,895 3 0	100 0 0	5,974 13 0	161	87
Unaided	3	20	2,017 1 3	1,987 4 3	2,924 1 9	7,424 13 3	266	180
Total	4	28	4,196 11 3	5,882 7 3	3,024 1 9	13,299 10 3	427	276
<i>Middle Schools.</i>								
Government Aided	3	6	114 10 6	670 0 0	.....	784 10 6	107	71
Unaided	63	104	9,252 6 6	14,989 14 7	16,709 0 9	41,837 2 6	3,209	2,055
Total	66	110	9,367 1 0	15,659 14 7	16,709 0 9	42,721 13 0	3,316	2,126
Unaided	4	13	483 15 3	.....	766 2 9	1,247 1 9	159	106
Total	70	123	.....	.....	.....	.....	3,475	.....
<i>Primary Schools.</i>								
Government Aided	1	1	91 7 3	120 0 0	.....	211 7 3	76	36
Unaided	246	246	8,138 14 9	10,942 2 6	2,567 0 0	4,533 5 3	1,615	1,007
Total	247	247	8,229 22 2	11,062 2 6	2,567 0 0	15,793 12 6	6,663	4,940
Unaided	322	322	5,551 9 9	14,981 9 0	3,003 0 9	23,539 9 0	6,374	4,991
Total	569	569	5,642 0 0	.....	.....	5,925 0 0	3,344	.....
<i>Normal Schools.</i>								
Government	1	2	833 0 6	5,594 15 6	.....	6,428 0 0	79	41
<i>Girls' Schools.</i>								
Government Aided	13	11	419 8 0	1,596 2 0	1,656 4 0	3,614 9 0	656	451
Unaided	2	2	.....	.....	.....	.....	35	.....
Total	15	13	.....	.....	.....	.....	691	.....
Total of Government and Aided Schools	44	45	23,397 14 6	43,200 6 4	24,122 7 3	89,723 6 3	12,453	8,975
Total of Unaided Schools	133	196	6,456 15 0	.....	766 2 9	7,172 1 9	3,536	106
Grand Total	184	241	.....	.....	.....	.....	16,390	.....



## Reports of Inspectors of Schools.

## Return of Schools in the Town of Calcutta.

Class of Schools.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscrip- tions, &c.	Total cost.	No. of Pupils on Sit- March 1872.	Average atten- dance daily.	Cost to Government per Pupil.	Total cost per Pupil.
<i>Higher Schools.</i>										
Government	4	76	52,316 4 0	29,833 11 5		Rs. A. P.	1,491	1,192	25 0 6	Rs. A. P.
Unaided	14	161					5,479			68 1 2
Total	18	237					6,970			
<i>Middle Schools.</i>										
Government	3	32	11,742 10 4	6,798 12 0		18,512 8 1	937	781	8 14 10	28 5 2
Aided	6	64	17,741 14 0	13,368 0 0	11,806 6 0	42,866 1 10	1,778	1,399	9 8 9	30 6 9
Total	11	96	29,484 8 0	20,166 12 0	11,806 6 0	61,078 9 11	2,715	2,180	9 5 4	28 4 5
Unaided	11	44					1,103			
Total	22	140					3,820			
<i>Primary Schools.</i>										
Aided	1	4		320 0 0	630 0 0	950 0 0	121	97	3 4 9	9 12 8
Unaided	37	37					1,246			
Total	38	41					1,370			
<i>Normal Schools.</i>										
For Masters, Government	1	3	30 0 0	7,061 11 0		7,091 11 0	90	60	117 10 2	118 2 10
For Mistresses, Aided	1	4	2,631 12 0	1,920 0 0	3,697 4 0	8,269 0 15	15	14	137 2 3	590 10 3
Total	2	7	2,661 12 0	8,981 11 0	3,697 4 0	15,359 11 0	105	74	121 5 9	207 8 10
<i>Girls' Schools including Zameen Agency.</i>										
Government	1	4	143 0 0	9,793 3 9	61 0 6	1,072 4 3	89	64	153 0 3	166 12 0
Aided	110	156	9,222 9 6	33,533 8 0	69,357 0 4	1,02,221 11 11	2,564	2,165	16 7 10	47 3 5
Total	111	160	10,050 9 6	43,331 11 9	69,368 0 10	1,12,594 0 2	2,673	2,229	19 7 0	50 3 2
Unaided	14	56					732			
Total	125	216					3,405			
Total of Government and Aided Schools	129	343	94,533 1 6	1,02,633 14 2	75,441 10 10	2,69,041 2 11	7,105	5,762	17 13 5	46 12 4
Total of Unaided Schools	76	293					8,565			
Grand Total	205	641					15,670			

\* A portion of the Government grant given by Lord Cornwallis to the Free School, Calcutta, is for maintenance, and is not included in Educational Returns accord-  
ing to the orders of the Supreme Government.

### *Return of Schools in the Rajshahye Commissionership.*

CLASS OF SCHOOLS.		No. of Schools.	No. of Masters.	Amount of Fees and Fines.	Government Grant.	Local Subscrip- tions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attend- ance daily.	Cost to Government per Pupil.	Total cost per Pupil.
<b>Higher Schools.</b>											
Government	...	7	29	Rs. A. P. 15,729 8 0	Rs. A. P. 29,665 11 1	Rs. A. P. 910 11 6	Rs. A. P. 46,398 14 7	1,064	743	Rs. A. P. 39 14 9	Rs. A. P. 63 6 2
Aided	...	4	29	2,060 12 3	3,181 10 6	4,998 3 9	10,450 2 9	534	302	10 6 6	34 9 7
Total	...	11	58	17,790 4 3	32,847 5 7	5,898 15 3	56,758 1 4	1,598	1,045	31 6 11	64 5 11
Unaided	...	4	4	3,147 12 3	.....	20,010 8 7	23,432 5 7	539	436	.....	.....
Total	...	15	92	.....	.....	.....	.....	2,137	.....	.....	.....
<b>Middle Schools.</b>											
Government	...	28	50	2,868 10 0	6,642 8 6	447 11 3	9,522 15 9	1,445	985	6 16 7	10 5 2
Aided	...	245	432	14,189 10 5	43,277 11 11	53,371 10 3	1,11,503 3 4	8,649	6,718	7 9 2	17 12 2
Total	...	274	482	17,058 4 5	49,920 4 5	53,819 5 6	1,21,429 3 1	9,993	6,676	7 7 7	18 3 0
Unaided	...	25	.....	641 5 0	.....	22,779 2 10	21,699 9 0	1,166	582	.....	.....
Total	...	299	.....	.....	.....	.....	.....	11,160	.....	.....	.....
<b>Primary Schools.</b>											
Government	...	4	4	161 4 0	231 3 6	.....	392 7 6	194	145	1 9 6	2 11 3
Aided	...	34	649	250 0 0	1,135 1 3	1,284 9 3	1,707 13 3	739	654	1 10 6	2 7 9
Total	...	38	653	411 4 0	1,366 4 9	7,141 11 3	46,575 12 9	12,615	9,007	3 4 6	5 3 9
Unaided	...	633	679	9,546 5 9	30,919 12 6	5,426 4 6	45,076 1 6	13,749	9,699	3 3 3	4 15 7
Total	...	323	.....	369 4 0	.....	225 0 0	593 4 0	6,763	177	.....	.....
Total	...	976	.....	.....	.....	.....	.....	19,531	.....	.....	.....
<b>Normal Schools.</b>											
Government	...	5	10	3,029 14 3	23,301 11 5	.....	25,331 9 8	537	219	106 14 2	116 3 2
Aided	...	1	3	.....	2,830 12 8	1,415 6 4	4,246 3 0	14	12	235 16 4	385 13 7
Total	...	6	13	3,029 14 3	26,132 8 1	1,415 6 4	29,577 12 8	551	229	113 49 10	128 9 7
Unaided	...	4	.....	190 0 0	.....	372 0 0	553 0 0	14	.....	.....	.....
Total	...	7	.....	.....	.....	.....	.....	565	.....	.....	.....
<b>Girls' Schools.</b>											
Government	...	29	45	34 9 6	3,036 13 9	3,394 1 6	6,464 13 3	635	473	7 6 7	16 2 0
Aided	...	5	.....	.....	.....	83 0 0	83 0 0	64	36	.....	.....
Unaided	...	44	.....	.....	.....	.....	.....	699	.....	.....	.....
Total	...	78	.....	.....	.....	.....	.....	.....	.....	.....	.....
<b>Total of Government &amp; Aided Schools.</b>											
Government	...	963	1,207	40,479 6 2	1,41,568 13 4	72,951 12 1	2,63,270 15 10	26,325	16,192	7 13 7	16 7 6
Aided	...	539	.....	4,537 5 3	.....	43,439 11 5	46,379 2 7	7,596	1,478	.....	.....
Total of Unaided Schools	...	1,241	.....	.....	.....	.....	.....	53,991	.....	.....	.....
<b>Grand Total</b>											



## Central Division, Dinajpore District.

## Return of Schools in the District of Dinajpore.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscrip- tions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
<b>Higher Schools.</b>								
Government ... ..	1	7	1,433 6 0	2,589 9 6	.....	4,024 15 6	123	88
<b>Middle Schools.</b>								
Government ... ..	11	11	409 3 0	1,917 13 0	60 0 0	2,407 0 0	283	205
Aided ... ..	34	40	1,200 1 6	4,395 9 3	4,559 12 0	10,165 6 9	766	560
Total ... ..	41	51	1,609 4 6	6,303 6 3	4,639 12 0	12,552 6 9	1,049	765
<b>Primary Schools.</b>								
Government ... ..	1	1	22 12 0	.....	.....	22 12 0	60	44
Patshalas ... ..	216	195	8,572 2 0	10,569 0 0	2,294 14 0	16,436 0 0	4,772	3,309
Total ... ..	217	196	8,594 14 0	10,569 0 0	2,294 14 0	16,459 2 0	4,832	3,443
Unaided ... ..	1	1	2 0 0	.....	2 0 0	4 0 0	44	19
Total ... ..	218	197	.....	.....	.....	.....	4,876	.....
<b>Normal Schools.</b>								
Government ... ..	1	2	346 8 0	4,738 5 9	.....	5,084 13 9	43	37
<b>Girls' Schools.</b>								
Aided ... ..	22	22	2 14 0	744 0 0	756 12 0	1,542 10 0	220	151
Unaided ... ..	1	1	.....	.....	3 0 0	3 0 0	15	10
Total ... ..	23	23	.....	.....	.....	.....	235	.....
<b>Total of Government and Aided Schools</b>	282	274	6,904 14 6	24,934 5 6	7,730 6 0	39,673 10 0	6,267	4,609
<b>Total of Unaided Schools</b>	2	2	2 0 0	.....	5 0 3	7 0 0	59	29
<b>Grand Total</b>	284	276	.....	.....	.....	.....	6,326	.....



*Return of Schools in the District of Rajshalye.*

[illegible]

## Reports of Inspectors of Schools.

## Return of Schools in the District of Rungpore.

CLASS OF SCHOOLS.		No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1873.	Average daily attendance.
<i>Higher Schools.</i>									
Government	...	1	0	1,783 7 6	2,016 0 0	910 11 6	5,310 3 0	173	114
Unaided	...	1	4	83 9 6	.....	2,368 0 0	2,491 9 6	57	37
Total	...	2	13	.....	.....	.....	.....	230	.....
<i>Middle Schools.</i>									
Government	...	6	6	157 2 6	1,440 0 0	0 4 0	1,597 6 6	164	113
Aided	...	89	65	1,354 1 6	7,753 12 0	10,202 13 4	19,370 9 10	1,187	731
Total	...	45	71	1,541 4 0	9,223 12 0	10,203 0 4	20,969 0 4	1,351	844
Unaided	...	5	8	275 10 3	.....	1,082 10 0	1,359 4 3	169	123
Total	...	50	79	.....	.....	.....	.....	1,520	.....
<i>Primary Schools.</i>									
Government	...	1	1	47 0 0	.....	.....	47 0 0	64	48
Pathshala	...	196	171	1,349 14 9	9,354 14 6	2,190 6 6	12,694 3 9	3,363	2,389
Total	...	197	172	1,396 14 9	9,354 14 6	2,190 6 6	12,941 3 9	3,327	2,445
Unaided	...	5	6	74 0 0	.....	10 0 0	84 0 0	123	87
Total	...	202	177	.....	.....	.....	.....	3,350	.....
<i>Normal Schools.</i>									
Government	...	1	2	11 5 6	5,731 12 9	.....	5,743 2 3	54	50
<i>Girls' Schools.</i>									
Aided	...	7	7	9 7 6	830 0 0	829 8 6	1,669 0 0	64	43
Unaided	...	1	1	.....	.....	50 0 0	50 0 0	10	No return.
Total	...	8	8	.....	.....	.....	.....	74	.....
<i>Total of Govt. and Aided Schools</i>		251	261	4,741 7 3	27,766 7 3	14,133 10 10	46,631 9 4	4,863	3,486
<i>Total of Unaided Schools</i>		13	18	493 3 9	.....	3,541 10 0	3,974 13 9	359	246
<b>Grand Total</b>		<b>263</b>	<b>304</b>	<b>.....</b>	<b>.....</b>	<b>.....</b>	<b>.....</b>	<b>5,227</b>	<b>.....</b>

## Central Division, Bograh District.

## Return of Schools in the District of Bograh.

Class of Schools.	No. of Schools.	No. of Masters.	Fee and Fines.	Government Grant.	Local Subscrip- tions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average daily attendance.
<i>Higher Schools.</i>								
Government ...	1	7	Rs. A. P. 1,264 0 0	Rs. A. P. 2,432 9 7	Rs. A. P. .....	Rs. A. P. 3,736 9 7	114	76
<i>Middle Schools.</i>								
Government ...	8	14	1,196 15 0	1,377 3 6	.....	2,573 2 6	472	394
Aided ...	18	30	722 7 3	2,636 12 0	3,251 2 4	6,630 5 7	600	403
Total ...	26	44	1,919 6 3	4,033 15 6	3,251 2 4	9,204 8 1	1,072	777
Unaided ...	7	8	195 15 3	.....	513 6 9	1,012 6 0	257	278
Total ...	33	52	.....	.....	.....	.....	1,330	.....
<i>Primary Schools.</i>								
Patchalas ...	10	10	109 6 3	150 0 0	196 11 0	455 1 3	233	180
Unaided ...	3	3	52 0 0	.....	173 0 0	230 0 0	97	71
Total ...	13	13	.....	.....	.....	.....	330	.....
<i>Girls' Schools.</i>								
Aided ...	4	6	.....	215 9 0	319 5 0	534 13 0	73	43
Total of Govt. and Aided Schools ...	41	67	3,251 12 6	6,922 1 1	3,767 2 4	13,939 15 11	1,462	985
Total of Unaided Schools ...	10	11	250 15 3	.....	691 6 9	1,212 6 0	354	269
Grand Total ...	51	78	.....	.....	.....	.....	1,816	.....



## Reports of Inspectors of Schools.

## Return of Schools in the District of Punjab.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average daily attendance.
<b>Higher Schools.</b>								
Government Aided	1	9	Rs. A. P. 2,186 13 0	Rs. A. P. 2,615 3 4	Rs. A. P. .....	Rs. A. P. 4,812 0 4	148	108
Unaided	1	7	1,061 13 6	730 0 0	586 5 0	2,368 1 6	216	141
Total	2	16	3,253 9 6	3,335 3 4	586 5 0	7,180 1 10	364	249
<b>Middle Schools.</b>								
Government Aided	3	6	209 14 0	516 12 9	190 0 0	847 3 9	140	84
Unaided	48	79	3,633 1 2	8,546 0 9	10,459 1 0	23,244 6 4	2,234	1,456
Total	51	85	3,839 15 2	9,112 13 6	10,579 1 0	24,691 9 1	2,374	1,540
Total	58	83	940 6 1	.....	576 9 0	876 15 0	366	266
<b>Primary Schools.</b>								
Aided Pathshalas	2	6	76 2 9	248 0 0	183 1 3	544 6 9	93	171
Unaided	11	12	188 8 0	391 8 0	157 8 0	743 8 0	323	112
Total	13	18	274 10 9	642 8 0	340 9 3	1,257 14 9	436	283
Total	23	.....	1,09 0 0	.....	.....	1,163 0 0	533	.....
Total	41	.....	.....	.....	.....	.....	968	.....
<b>Normal Schools.</b>								
Government	1	2	.....	2,879 4 0	.....	2,879 4 0	85	44
<b>Girls' Schools.</b>								
Aided	2	4	23 4 0	340 0 0	477 3 0	854 7 0	85	37
Total of Govt. and Aided Schools	99	125	7,395 7 5	16,309 12 10	11,963 2 3	36,798 4 8	3,345	2,163
Total of Unaided Schools	35	8	389 6 0	.....	678 9 0	955 15 0	864	258
Grand Total	104	133	.....	.....	.....	.....	4,244	.....

## Central Division, Behar Commissionership.

CENTRAL DISTRICTS.  
Return of Schools in the Cooch Behar Commissionership.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscrip- tions and Endowments.	Total cost.	No. of Average Pupils on 31st March.	Cost of Government per Pupil.	Total cost per Pupil.
<i>Higher Schools.</i>									
Aided ..	1	4	6,078 0 0	2,350 0 0	.....	8,428 0 0	39	68 0 0	231 9 7
<i>Middle Schools.</i>									
Government ..	2	4	273 10 6	1,752 5 6	.....	2,025 0 0	96	26 9 6	30 10 9
Aided ..	12	24	640 2 6	2,362 4 0	2,544 1 0	5,506 7 6	401	8 6 4	19 5 2
Total ..	14	28	913 13 0	4,164 9 6	2,544 1 0	7,621 7 6	500	41 11 6	21 7 6
<i>Primary Schools.</i>									
Patahalas ..	61	61	112 0 0	2,350 0 0	2,555 13 3	5,017 13 3	736	4 10 3	9 14 7
<i>Normal Schools.</i>									
Aided ..	2	6	.....	270 0 0	1,915 2 1	2,185 2 1	30	9 7 0	68 4 6
<i>Girls' Schools.</i>									
Aided ..	4	4	25 8 0	305 0 0	144 0 0	474 8 0	61	6 1 7	9 7 10
Total of Government and Aided Schools	73	88	7,136 5 0	9,469 9 6	7,139 0 4	23,754 14 10	1,365	9 10 11	24 8 6

## Reports of Inspectors of Schools.

## Return of Schools in the District of Darjeeling.

CLASS OF SCHOOLS.		Number of Schools.	Number of Masters.	Fees and Fines.	Government Grant.	Local Sub- scriptions and endowments.	Total cost.	No. of Pupils on 31st March 1872.	Average daily attendance.
<i>Higher Schools.</i>									
Aided	...	1	4	6,076 0 0	2,330 0 0	...	8,456 0 0	38	35
<i>Middle Schools.</i>									
Government	...	1	3	173 8 0	1,675 8 0	...	1,849 0 0	39	28
Aided	...	1	2	No return.	70 0 0	...	70 0 0	No return.	
Total	...	2	5	173 8 0	1,745 8 0	...	1,919 0 0	39	28
<i>Primary Schools.</i>									
Patchalas	...	32	32	31 0 0	1,330 0 0	2,553 13 3	3,614 13 3	533	373
<i>Normal Schools.</i>									
Aided	...	2	2	...	270 0 0	1,915 2 1	2,185 2 1	30	33
Total of Government and Aided Schools	...	37	43	6,280 8 0	5,725 8 0	4,168 15 4	16,174 15 4	639	467

## Return of Schools in the District of Julpigoree.

Government	...	1	1	99 2 6	104 13 6	...	206 0 0	61	39
Aided	...	11	23	640 2 6	2,312 4 0	2,544 1 0	5,496 7 6	401	288
Total	...	12	23	739 5 0	2,419 1 6	2,544 1 0	5,703 7 5	463	327
<i>Primary Schools.</i>									
Patchalas	...	19	19	81 0 0	1,020 0 0	302 0 0	1,403 0 0	213	134
<i>Girls' Schools.</i>									
Aided	...	4	4	25 8 0	305 0 0	144 0 0	474 8 0	61	50
Total of Government and Aided Schools	...	35	46	845 13 0	3,744 1 6	2,990 1 0	7,579 15 6	738	511

## Eastern Division, Dacca Commissionership.

EASTERN DISTRICTS.  
Return of Schools in the Dacca Commissionership.

Class of Schools.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.	Cost to Government per Pupil.	Total cost per Pupil.
<b>Higher Schools.</b>										
Government Aided	6	51	Rs. A. P. 23,344 6 0	Rs. A. P. 18,335 9 7	Rs. A. P. 1,240 8 6	Rs. A. P. 42,827 13 4	1,548	1,127	Rs. A. P. 16 0 0	Rs. A. P. 39 1 6
Unaided	6	29	3,827 9 3	2,196 7 1	1,610 11 9	7,229 14 4	452	326	6 11 9	23 2 2
Total	11	63	26,833 14 3	20,232 0 8	2,851 4 3	50,157 10 8	2,026	1,453	13 14 10	34 8 3
	6	65	11,497 15 6	.....	5,047 2 3	16,131 5 0	1,413	1,090	.....	.....
<b>Middle Schools.</b>										
Government Aided	17	143	.....	.....	.....	.....	3,440	.....	.....	.....
Unaided	22	224	1,972 15 3	2,403 13 0	40 0 0	3,023 8 3	726	463	4 5 3	8 7 7
Total	39	367	21,463 9 9	42,173 11 0	39,255 4 5	1,04,931 8 6	12,617	9,356	4 7 8	11 2 7
	23	263	23,358 9 0	41,173 8 9	39,325 4 5	1,08,524 0 9	13,343	9,641	4 7 9	11 0 7
	45	67	17,500 10 6	.....	4,980 6 6	6,463 12 0	1,911	1,329	.....	.....
<b>Primary Schools.</b>										
Government Aided	12	13	1,04 10 9	3,723 13 9	.....	3,159 8 6	247	172	17 11 7	18 3 0
Unaided	81	69	1,684 12 6	3,074 5 5	930 8 7	6,053 16 3	1,747	1,259	2 7 0	4 12 4
Total	16	18	725 0 0	563 3 0	288 13 0	1,563 10 3	553	433	1 4 10	3 9 7
	79	190	2,494 7 3	6,663 8 2	1,295 5 7	10,763 1 0	2,552	1,564	3 9 2	5 11 10
	26	32	776 1 0	.....	1,295 0 0	2,067 1 9	649	554	.....	.....
<b>Normal Schools.</b>										
Government Aided	103	132	.....	.....	.....	.....	4,431	.....	.....	.....
Unaided	3	8	229 15 9	13,679 2 0	0 8 3	13,837 10 0	201	139	104 10 10	106 5 4
Total	19	21	34 15 0	1,232 2 0	1,363 2 0	2,493 7 3	273	155	6 10 6	13 5 6
	3	3	10 4 0	.....	221 0 0	234 12 0	35	17	.....	.....
<b>Girl Schools.</b>										
Government Aided	21	24	.....	.....	.....	.....	310	.....	.....	.....
Unaided	395	730	52,973 13 3	85,914 5 7	44,643 8 6	1,85,900 13 6	12,429	13,493	6 5 10	13 13 6
Total	50	166	13,325 9 6	.....	10,567 5 9	21,501 1 9	4,137	3,010	.....	.....
<b>Grand Total</b>	475	947	.....	.....	.....	.....	21,566	.....	.....	.....

## Reports of Inspectors of Schools.

## Return of Schools in the Dacca District.

CLASS OF SCHOOLS.		No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscrip- tions, &c.	Total cost.	No. of Pupils on 31st March 1873.	Average attendance daily.
<i>Higher Schools.</i>				Ra. A. P.	Ra. A. P.	Ra. A. P.	Ra. A. P.		
Government	...	1	10	5,239 6 0	9,973 1 6	.....	15,211 7 6	318	354
Aided	...	5	29	3,527 9 3	2,196 7 1	1,810 11 9	7,529 14 4	453	336
	Total	6	39	8,566 15 3	12,168 8 7	1,810 11 9	23,441 5 10	800	590
Unaided	...	4	50	10,657 8 6	.....	2,295 7 0	13,827 3 9	1,099	823
	Total	10	89	.....	.....	.....	.....	1,899	.....
<i>Middle Schools.</i>				Ra. A. P.	Ra. A. P.	Ra. A. P.	Ra. A. P.		
Government	...	1	5	436 13 9	163 2 3	.....	600 0 0	146	107
Aided	...	11	209	7,111 10 0	16,563 5 6	12,053 16 3	25,037 13 9	5,863	4,643
	Total	12	214	7,548 7 9	16,731 7 9	12,053 16 3	32,637 13 9	5,869	4,690
Unaided	...	8	16	573 10 6	.....	835 11 0	1,304 1 0	444	255
	Total	123	230	.....	.....	.....	.....	5,953	.....
<i>Primary Schools.</i>				Ra. A. P.	Ra. A. P.	Ra. A. P.	Ra. A. P.		
Government	...	21	27	812 15 6	1,126 14 2	496 6 7	2,188 14 6	327	620
Aided	...	7	9	326 8 0	163 5 0	182 1 0	570 6 3	337	289
	Total	28	36	1,139 7 6	1,279 3 3	678 7 7	2,759 4 9	1,154	879
Unaided	...	7	7	275 6 0	.....	194 4 0	461 0 0	284	206
	Total	35	43	.....	.....	.....	.....	1,448	.....
<i>Normal Schools.</i>				Ra. A. P.	Ra. A. P.	Ra. A. P.	Ra. A. P.		
Government	...	2	6	225 15 9	11,545 8 6	0 8 3	11,773 0 6	161	100
<i>Girls' Schools.</i>				Ra. A. P.	Ra. A. P.	Ra. A. P.	Ra. A. P.		
Aided	...	10	11	11 9 0	569 2 0	378 8 0	941 7 3	179	123
Unaided	...	1	1	.....	.....	84 0 0	84 0 0	15	9
	Total	11	12	.....	.....	.....	.....	196	.....
<i>Total of Government and Aided Schools</i>		160	306	17,493 7 3	43,293 14 0	14,901 2 10	73,651 15 11	7,806	6,850
<i>Total of Unaided Schools...</i>		20	74	11,336 9 0	.....	3,399 9 0	15,276 4 9	1,853	1,299
<b>Grand Total</b>		180	380	.....	.....	.....	.....	9,659	.....

*Eastern Division, Faridpore District.**Return of Schools in the District of Faridpore.*

Class of Schools.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
<i>Higher Schools.</i>								
Government ...	1	7	Ra. & P. 1,516 13 0	Ra. A. P. 2,477 1 9	Ra. A. P. .....	Ra. A. P. 4,291 14 9	123	100
<i>Middle Schools.</i>								
Government ...	1	1	40 7 0	235 5 0	40 0 0	298 8 0	24	17
Aided ...	33	59	2,779 11 6	4,678 16 8	5,434 15 10	13,494 10 0	1,463	902
Unaided ...	34	60	2,820 2 8	4,912 2 8	5,474 15 10	13,777 2 0	1,497	919
Total ...	38	68	201 1 0	.....	463 13 0	746 9 0	1,43	141
<i>Primary Schools.</i>								
Aided Pathshalas ...	17	16	292 4 0	631 13 0	.....	1,294 5 6	243	223
Unaided ...	17	22	360 0 0	323 0 0	.....	743 0 0	196	125
Total ...	34	38	652 4 0	1,009 13 0	60 0 0	2,143 5 6	439	377
<i>Girls' Schools.</i>								
Aided ...	1	2	.....	340 0 0	226 0 0	460 0 0	14	11
Total of Government and Aided Schools ...	52	91	5,297 3 6	8,639 1 9	5,700 15 10	20,661 6 3	2,233	1,407
Total of Unaided Schools ...	6	9	225 1 0	.....	513 13 0	632 9 0	223	166
Grand Total ...	58	100	.....	.....	.....	.....	2,457	.....

## Reports of Inspectors of Schools.

## Return of Schools in the District of Barisal.

CLASS OF SCHOOLS.		No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscrip- tions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
<i>Higher Schools.</i>									
Government	...	1	11	Rs. A. P. 6,318 14 0	Rs. A. P. 316 0 0	Rs. A. P. 1,143 0 6	Rs. A. P. 8,209 11 6	355	267
<i>Middle Schools.</i>									
Government	...	3	5	53 15 0	788 4 0	.....	859 3 0	416	69
Aided	...	58	147	4,868 15 6	10,579 15 8	10,435 10 1	26,898 7 9	2,905	1,980
Total	...	61	152	4,922 14 6	11,066 3 8	10,458 10 1	27,534 10 9	3,021	2,049
Unaided	...	5	7	56 15 9	.....	629 13 0	689 1 6	183	123
Total	...	66	159	.....	.....	.....	.....	3,204	.....
<i>Primary Schools.</i>									
Aided	...	8	11	234 11 0	519 2 0	107 0 0	863 13 0	265	179
Unaided	...	2	3	78 8 0	.....	175 8 0	253 0 0	156	97
Total	...	10	14	.....	.....	.....	.....	411	.....
<i>Girls' Schools.</i>									
Aided	...	8	8	23 6 0	424 0 0	483 10 0	1,077 0 0	82	53
Unaided	...	2	2	10 14 0	.....	140 0 0	150 13 0	90	8
Total	...	10	10	.....	.....	.....	.....	102	60
Total of Government and Aided Schools		78	183	12,007 13 6	12,325 5 8	12,198 4 7	37,570 3 3	3,713	2,547
Total of Unaided Schools		9	13	144 5 9	.....	945 4 0	1,071 13 6	385	238
Grand Total		87	194	.....	.....	.....	.....	3,073	.....

## Eastern Division, Mymensing District.

## Return of Schools in the District of Mymensing.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Amount of Fees, Fines, &c.	Amount of Government Grant.	Amount of Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
<b>Higher Schools.</b>								
Government Unaided	1	17	Rs. A. P. 6,035 6 6	798 11 10	Rs. A. P. 2,751 8 3	Rs. A. P. 6,837 2 4	346	245
Total	1	17	320 7 0	.....	.....	2,751 8 3	185	112
<b>Middle Schools.</b>								
Government Aided	1	7	1,242 15 3	55 8 9	.....	1,298 8 0	318	201
Total	1	7	4,335 9 3	8,338 6 5	5,921 6 3	2,324 0 9	2,412	1,483
Unaided	17	96	6,578 8 6	5,411 34 2	8,921 6 3	23,631 6 0	2,630	1,694
Total	18	103	505 14 3	.....	2,090 8 6	2,573 5 6	653	475
<b>Primary Schools.</b>								
Government- Aided	9	10	31 8 9	2,657 1 3	.....	2,557 10 0	183	135
Panchalas	9	13	141 7 0	681 9 5	328 2 0	1,276 6 3	226	161
Unaided	3	3	34 5 0	25 0 0	54 12 0	159 4 0	65	49
Total	21	26	244 7 9	3,268 9 6	422 19 0	4,012 4 3	444	315
Total	15	20	371 11 0	.....	756 4 0	1,124 12 9	347	244
<b>Normal Schools.</b>								
Government	1	2	3 0 0	2,082 9 5	.....	2,085 9 5	37	30
Total of Government and Aided Schools	80	151	17,584 6 9	14,541 14 0	9,341 4 3	34,539 5 10	3,266	2,334
Total of Unaided Schools	28	48	1,201 0 3	.....	5,576 4 9	6,510 3 6	1,063	882
Grand Total	108	199	.....	.....	.....	.....	4,489	.....



## Reports of Inspectors of Schools.

## Return of Schools in the District of Sylhet.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
<i>Higher Schools.</i>								
Government	1	7	Rs. A. P. 2,036 10 6	Rs. A. P. 2,371 10 6	Rs. A. P. 98 8 0	Rs. A. P. 4,506 13 0	237	129
Unaided	1	6	.....	.....	.....	.....	120	145
Total	2	13	.....	.....	.....	.....	357	.....
<i>Middle Schools.</i>								
Government	3	4	148 13 3	767 9 0	.....	918 5 3	123	69
Aided	14	29	2,347 11 6	2,239 2 6	2,440 5 0	7,343 9 3	674	461
Total	17	33	2,496 7 9	3,056 11 6	2,440 5 0	8,269 14 6	798	530
Unaided	15	17	593 1 0	.....	170 10 0	763 11 0	508	337
Total	32	50	.....	.....	.....	.....	1,304	.....
<i>Primary Schools.</i>								
Aided	1	1	144 0 0	98 0 0	.....	240 0 0	48	36
Total of Government and Aided Schools	19	41	4,677 2 3	5,524 6 0	2,508 13 0	13,006 11 6	1,081	696
Total of Unaided Schools	16	23	593 1 0	.....	170 10 0	763 11 0	338	483
Grand Total	35	64	.....	.....	.....	.....	1,709	.....

## Return of Schools in the District of Cachar.

<i>Higher Schools.</i>								
Government	1	6	1,560 5 0	2,100 0 0	.....	3,670 11 0	139	112
<i>Primary Schools.</i>								
Government	3	3	70 2 0	470 13 6	.....	540 14 6	54	37
Aided	1	1	29 7 0	20 0 0	.....	49 7 0	8	11
Total	4	4	99 9 0	490 12 6	.....	590 5 6	62	48
Unaided	1	1	25 8 0	.....	.....	25 8 0	10	10
Total	5	5	.....	.....	.....	.....	72	.....
Total of Government and Aided Schools	5	10	1,639 12 0	2,590 13 6	.....	4,461 0 9	201	160
Total of Unaided Schools	1	1	25 8 0	.....	.....	25 8 0	10	10
Grand Total	6	11	.....	.....	.....	.....	211	.....

## Eastern Division, Chittagong District.

EASTERN DISTRICTS.  
Return of Schools in the Chittagong Commissionership.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Amount of Fees and Fines.	Amount of Go- vernment Grant.	Amount of Sub- scriptions, &c.	Total cost.	No. of Pupils March 1st 1873.	Average Attendance daily.	Cost to Government per Pupil.	Total cost per Pupil.
<b>Higher Schools.</b>										
Government	3	23	6,718 10 3	9,279 8 6	524 3 0	158,419 15 11	443	339	2,773	45 6 6
Unaided	1	4	985 7 0	.....	.....	973 0 0	135	116	.....	.....
Total	4	27	.....	.....	.....	.....	577	.....	.....	.....
<b>Middle Schools.</b>										
Government	8	15	2,910 9 9	4,567 14 2	120 0 0	4,538 8 9	219	158	29 7 0	31 10 9
Aided	65	113	4,764 9 0	8,247 13 3	7,054 8 5	20,760 5 6	2,346	1,577	8 3 2	13 2 7
Total	73	128	.....	.....	.....	.....	2,564	1,733	7 6 1	16 13 3
Unaided	14	23	5,019 3 9	12,704 11 5	7,176 8 5	25,695 14 3	569	357	.....	.....
Total	87	151	.....	.....	.....	.....	3,124	.....	.....	.....
<b>Primary Schools.</b>										
Aided	10	13	334 3 0	653 7 4	345 7 0	1,434 0 4	310	229	2 15 9	6 4 2
Unaided	5	4	129 7 0	161 13 9	24 4 0	373 8 9	123	62	1 15 9	3 14 2
Total	15	18	.....	.....	.....	.....	433	311	3 11 6	9 9 10
Unaided	4	4	463 9 0	.....	349 11 0	1,717 9 1	133	92	.....	.....
Total	19	22	.....	.....	.....	.....	566	.....	.....	.....
<b>Normal Schools.</b>										
Government	2	4	.....	3,292 2 3	.....	3,292 2 2	40	23	117 9 2	117 9 2
<b>Girls' Schools.</b>										
Aided	1	2	.....	92 2 0	123 8 6	313 10 6	5	5	15 6 9	42 11 8
Total of Government and Aided Schools	94	175	12,196 7 0	29,377 13 2	8,213 14 11	46,301 3 11	3,494	2,415	10 10 1	19 2 9
Total of Unaided Schools	10	31	2,137 10 9	.....	1,332 13 0	3,667 4 6	825	565	.....	.....
Grand Total	113	206	.....	.....	.....	.....	4,312	.....	.....	.....

## Reports of Inspectors of Schools.

## Return of Schools in the District of Chittagong.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Amount of Fees, Fines, &c.	Amount of Government Grant.	Amount of Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
<i>Higher Schools.</i>								
Government ... ..	1	9	Rs. A. P. 3,020 3 0	Rs. Aq. P. 3,915 4 8	Rs. A. P. .....	Rs. A. P. 6,935 7 8	130	99
<i>Middle Schools.</i>								
Government ... ..	4	8	150 10 9	1,346 9 3	.....	1,496 3 9	123	86
Aided ... ..	23	40	1,955 10 6	3,054 11 3	1,923 14 6	6,390 3 9	896	548
Unaided ... ..	27	43	1,906 5 3	4,401 4 6	1,922 14 6	8,298 7 6	2,021	624
Total ... ..	32	55	.....	.....	386 9 0	931 1 0	186	117
<i>Primary Schools.</i>								
Aided ... ..	3	4	88 9 0	232 14 0	.....	321 7 0	109	54
Unaided ... ..	2	2	43 4 0	75 0 0	3 4 0	121 8 0	47	25
Total ... ..	5	6	131 13 0	307 14 0	3 4 0	442 16 0	155	82
Unaided ... ..	1	1	40 4 0	.....	72 6 0	112 10 0	39	14
Total ... ..	6	7	.....	.....	.....	.....	194	.....
<i>Normal Schools.</i>								
Government ... ..	1	2	.....	2,444 3 0	.....	2,444 3 0	21	14
Total of Government and Aided Schools ... ..	34	65	5,118 5 3	11,068 10 2	1,986 2 6	18,121 1 2	1,327	829
Total of Unaided Schools ... ..	5	8	539 12 0	.....	468 15 6	1,043 11 0	225	131
Grand Total ... ..	39	73	.....	.....	.....	.....	1,552	.....

## Eastern Division, Noakhali District.

## Return of Schools in the District of Noakhali.

Class of Schools.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
<i>Higher Schools.</i>								
Government ...	1	0	Rs. A. P. 1,417 1 9	Rs. A. P. 2,816 0 0	Rs. A. P. 324 3 0	Rs. A. P. 3,183 15 0	114	101
<i>Middle Schools.</i>								
Government ...	2	4	99 0 0	601 5 3	.....	702 5 3	37	28
Aided ...	17	28	938 0 0	1,871 10 0	1,947 12 0	4,893 1 0	830	351
Total ...	19	32	1,027 0 9	2,472 15 3	1,947 12 0	5,502 6 3	867	379
Unaided ...	5	7	91 8 0	.....	132 9 0	247 14 6	194	96
Total ...	24	39	.....	.....	.....	.....	711	.....
<i>Primary Schools.</i>								
Aided ...	1	1	29 0 0	63 1 4	.....	92 1 4	30	15
Unaided ...	3	3	64 3 0	87 13 9	21 0 0	192 0 9	76	54
Total ...	4	4	115 3 0	150 15 1	21 0 0	295 2 1	306	69
<i>Girls' Schools.</i>								
Aided ...	1	3	.....	93 2 0	123 8 6	219 10 6	5	5
Total of Government and Aided Schools ...	25	44	2,559 5 6	5,333 0 4	2,416 7 8	9,274 1 10	812	554
Total of Unaided Schools ...	5	7	91 8 0	.....	132 9 0	247 14 6	194	96
Grand Total ...	30	51	.....	.....	.....	.....	996	.....

## Reports of Inspectors of Schools.

## Return of Schools in the District of Commilla.

Class of Schools.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
<i>Higher Schools.</i>								
Government Unaided	1	8	2,931 5 6	2,749 3 9	200 0 0	5,229 9 3	188	138
...	0	4	993 7 0	.....	.....	973 0 0	135	116
Total	2	12	.....	.....	.....	.....	333	.....
<i>Middle Schools.</i>								
Aided Unaided	25	45	2,020 13 9	3,274 8 0	3,115 13 9	9,089 0 9	898	679
...	5	9	343 11 9	.....	768 0 0	1,105 7 0	250	174
Total	30	54	.....	.....	.....	.....	1,148	.....
<i>Primary Schools.</i>								
Aided Unaided	6	8	216 9 0	388 8 0	385 7 0	1,020 8 0	172	180
...	3	3	115 4 0	.....	183 4 0	287 4 0	94	68
Total	9	11	.....	.....	.....	.....	266	.....
Total of Government and Aided Schools	32	61	4,618 12 3	6,409 3 9	3,681 4 9	15,263 2 0	1,268	.....
Total of Unaided Schools	9	16	1,457 6 9	.....	851 4 0	2,354 1 0	479	978
Grand Total	41	77	.....	.....	.....	.....	1,747	353

## Return of Schools in the Chittagong Hill Tracts.

<i>Middle Schools.</i>								
Government	2	3	.....	2,649 15 8	120 9 0	2,769 15 9	69	42
<i>Normal Schools.</i>								
Government	1	2	.....	847 15 3	.....	847 15 3	19	14
Total of Government and Aided Schools	3	5	.....	3,497 14 11	120 0 0	3,617 14 11	77	56

BEHAR.  
*Return of Schools in the Patna Commissionership.*

[illegible]

### *Reports of Inspectors of Schools.*

*Return of Schools in the District of Patna.*

[illegible]

*Return of Schools in the District of Gya.*

[illegible]





## Behar Division, Tirhoot District.

## Return of Schools in the District of Tirhoot.

CLASS OF SCHOOLS.		No. of Schools.	No. of Masters.	Amount of Fees, Fines, &c.	Government Grant.	Local Subscrip- tions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average daily atten- dance.
<i>Higher Schools.</i>									
Government	...	1	8	Rs.-A. P. 2,331 3 0	Rs. A. P. 2,189 12 11	Rs. A. P. 16,40 0 0	Rs. A. P. 6,160 15 11	177	126
<i>Middle Schools.</i>									
Government	...	9	19	421 5 0	2,087 15 0	...	2,479 4 0	389	279
Aided	...	10	...	286 15 9	4,091 15 6	5,367 5 11	9,462 2 4	496	334
Unaided	...	19	...	1,401 4 9	6,149 14 5	5,367 5 11	12,381 6 4	885	613
Total	...	25	...	...	...	21,121 3 6	12,011 4 0	974	678
<i>Primary Schools.</i>									
Aided	...	44	...	...	...	...	...	1,360	...
Patshalas	...	8	8	372 0 0	150 0 0	...	452 0 0	216	153
Unaided	...	14	14	257 12-0	305 0 0	...	562 12 0	218	143
Total	...	63	...	559 12 0	455 0 0	...	1,014 12 0	439	294
<i>Normal Schools.</i>									
Government	...	637	...	17,256 0 0	...	637 0 0	17,915 0 0	10,435	5,777
<i>Girls' Schools.</i>									
Government	...	1	1	...	2,918 10 9	...	2,918 10 9	48	19
Aided	...	1	...	...	143 8 0	143 8 0	256 0 0	20	15
Unaided	...	2	...	...	...	261 0 0	261 0 0	40	28
Total	...	3	...	...	...	...	...	60	...
<i>Total of Government and Aided Schools</i>		36	45	4,389 3 9	11,555 14 1	7,148 13 11	22,790 13 0	1,429	1,086
<i>Total of Unaided Schools</i>		636	...	17,256 0 0	...	13,015 3 6	31,180 4 0	11,449	6,463
<i>Grand Total</i>		672	...	...	...	...	...	12,978	...

## APPENDIX D.

### *Reports of Inspectors of Schools.*

### *Return of Schools in the District of Sarun and Chumparun.*

[illegible]

*Behar, Division, Sarun and Chumparan District.*

**BEHAR.**  
*Returns of Schools in the Bhagulpur Commcationship.*

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscrip- tions and Endow- ments.	Total cost.	No. of Pupils on 31st March 1872.	Average daily atten- dance.	Cost to Government per Pupil.	Total cost per Pupil.
<b>Higher Schools.</b>										
Government	4	31	10,222 1 9	11,504 15 6	1,846 9 11	2,393 11 2	629	466	23 10 5	49 15 11
Aided	1	.....	331 0 0	932 11 3	1,477 1 11	2,461 13 2	52	38	25 16 6	82 3 11
Total	5	31	10,773 1 9	12,437 10 9	3,363 11 10	26,774 8 4	681	522	23 13 2	61 4 8
<b>Middle Schools.</b>										
Government	35	61	1,228 6 3	5,151 4 1	.....	6,379 10 4	840	569	8 9 7	10 10 9
Aided	.....	.....	2,685 6 6	4,708 4 3	4,625 5 3	12,196 6 11	331	255	16 8 3	40 10 0
Total	35	.....	3,913 12 9	9,859 8 4	4,625 5 3	19,578 1 3	1,201	844	11 2 5	21 0 2
Unaided	8	.....	613 5 6	.....	3,743 0 0	4,298 8 0	336	234	.....	.....
Total	43	.....	.....	.....	.....	.....	1,597	.....	.....	.....
<b>Primary Schools.</b>										
Government	37	4	60 7 0	1,683 5 11	1,437 8 0	3,161 4 11	822	550	3 0 4	5 11 11
Aided	4	.....	35 9 0	175 0 0	.....	239 9 0	120	78	2 6 6	2 13 4
Total	41	41	116 0 0	1,858 5 11	1,437 8 0	3,394 13 11	942	628	2 14 10	5 6 6
Unaided Pathshalas	746	746	2,884 4 3	.....	3,835 0 0	6,719 2 3	7,661	4,315	.....	.....
Total	787	787	.....	.....	.....	.....	8,603	.....	.....	.....
<b>Normal Schools.</b>										
Government	3	6	.....	4,039 4 10	.....	4,039 4 10	40	23	75 9 11	176 9 11
Aided	3	.....	.....	3,22 10 5	3,346 10 1	6,565 5 4	97	80	33 8 0	67 8 9
Total	5	.....	.....	7,261 15 6	3,346 10 8	10,321 10 2	137	116	60 14 0	89 1 0
<b>Girls' Schools.</b>										
Aided	2	.....	152 0 0	276 0 0	244 0 0	672 0 0	37	35	7 14 2	19 3 2
Total of Government and Aided Schools	86	.....	14,634 14 6	31,476 8 6	13,217 3 9	59,738 1 8	3,058	2,185	14 6 5	27 5 5
Total of Unaided Schools	751	.....	3,428 3 9	.....	7,575 0 0	10,427 13 3	7,997	4,569	.....	.....
Grand Total	837	.....	.....	.....	.....	.....	11,755	.....	.....	.....

## APPENDIX D.

### *Reports of Inspectors of Schools.*

### *Return of Schools in the District of Monghyr.*

[illegible]



## Reports of Inspectors of Schools.

## Return of Schools in the District of Purneah.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscrip- tions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average Pupils on daily attendance.
<i>Higher Schools.</i>								
Government ...	1	5	Rs. A. P. 814 6 0	Rs. A. P. 2,619 2	Rs. A. P. 33 12 3	Rs. A. P. 3,468 5 5	53	34
<i>Middle Schools.</i>								
Government ...	8	16	279 13 0	1,517 8 4	...	1,797 5 4	207	136
Aided ...	1	...	116 14 0	547 11 0	704 10 0	1,369 3 0	20	15
Unaided ...	9	16	396 11 0	2,065 3 4	704 10 0	3,166 8 4	227	141
Total ...	2	...	78 5 0	...	268 0 0	362 5 0	43	30
Total ...	11	...	...	...	...	...	270	...
<i>Primary Schools.</i>								
Aided ...	1	1	16 7 0	60 0 0	...	76 7 0	10	11
Unaided ...	182	...	70 2 0	...	268 0 0	332 2 0	1,206	1,184
Total ...	183	...	...	...	...	...	1,216	...
<i>Normal Schools.</i>								
Government ...	1	3	...	1,363 3 11	...	1,363 3 11	20	7
Total of Government and Aided Schools	12	25	1,227 8 0	6,106 10 5	737 6 0	8,071 8 8	309	183
Total of Unaided Schools ...	184	...	146 7 0	...	544 0 0	690 7 0	1,049	1,214
Grand Total	196	...	...	...	...	...	1,458	...

## Behar Division, Southal Pergunnahs.

## Return of Schools in the District of Southal Pergunnahs.

Classes of Schools.		N. of Schools.	N. of Teachers.	Fees and Fines.	Government Grant.	Local contribu- tions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average daily attendance.
<i>Higher Schools.</i>									
Government	...	...	...	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Aided	...	1	5	633 12 6	2,263 11 0	.....	2,897 7 6	63	61
	...	1	.....	351 0 0	932 11 3	1,677 1 11	2,960 13 2	53	36
Total	...	2	2	984 12 6	3,196 6 3	1,677 1 11	5,853 4 8	115	87
<i>Middle Schools.</i>									
Aided	...	3	.....	592 10 6	1,877 5 10	2,405 10 5	4,569 1 8	190	151
<i>Primary Schools.</i>									
Aided	...	32	.....	.....	1,457 8 0	1,127 8 0	2,575 0 0	730	535
<i>Normal Schools.</i>									
Aided	...	3	.....	.....	3,022 10 6	3,346 10 8	6,255 5 4	97	93
<i>Girls' Schools.</i>									
Aided	...	2	152	.....	275 0 0	244 0 0	672 0 0	37	35
Total of Government and Aided Schools		42	5	1,719 7 0	9,539 14 9	9,110 15 0	20,555 11 5	1,169	961



## Reports of Inspectors of Schools.

ORISSA.  
Return of Schools in the Orissa Commissionership.

Class of Schools.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Amount of Local Subscrip- tions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average daily attend- ance.	Cost to Go- vernment per Pupil.	Total cost per Pupil.
<i>Higher Schools.</i>										
Government ...	3	22	Ra. A. P. 5,755 0 0	Ra. A. P. 9,242 0 0	Ra. A. P. 1,560 0 0	Ra. A. P. 16,559 0 0	389	326	Ra. A. P. 28 5 7	Ra. A. P. 50 13 7
<i>Middle Schools.</i>										
Government ...	29	51	729 0 0	5,591 0 0	91 0 0	6,407 0 0	980	711	7 13 9	9 0 2
Aided ...	29	83	3,357 0 0	6,116 0 0	7,503 0 0	15,579 0 0	1,392	1,081	5 10 6	14 11 0
Total ...	58	134	4,086 0 0	11,707 0 0	7,594 0 0	27,294 0 0	2,382	1,792	6 6 4	6 6 11
Unaided ...	6	17	330 0 0	.....	4,356 0 0	4,690 0 0	326	256	.....	.....
Total ...	64	151	.....	.....	.....	.....	2,708	.....	.....	.....
<i>Primary Schools.</i>										
Government ...	2	2	.....	720 0 0	.....	120 0 0	45	38	3 2 6	3 2 6
Aided ...	14	35	1 0 0	1,316 0 0	1,044 0 0	2,361 0 0	468	373	3 8 5	6 5 3
Panchalas ...	52	51	797 0 0	2,529 0 0	115 0 0	3,440 0 0	1,358	1,050	2 6 6	3 4 5
Total ...	68	88	798 0 0	3,964 0 0	1,159 0 0	5,921 0 0	1,871	1,461	2 11 4	4 0 10
Unaided ...	3,228	3,228	39,534 0 0	.....	63 0 0	39,592 0 0	26,362	19,221	.....	.....
Total ...	3,296	3,316	.....	.....	.....	.....	28,233	.....	.....	.....
<i>Normal Schools.</i>										
Government ...	1	8	.....	11,229 0 0	.....	11,229 0 0	135	113	89 5 9	99 5 9
Aided ...	1	4	.....	630 0 0	630 0 0	1,260 0 0	62	62	12 1 10	24 3 8
Total ...	2	12	.....	11,859 0 0	630 0 0	13,498 0 0	197	165	17 13 19	75 10 11
<i>Girls' Schools.</i>										
Aided ...	8	42	398 0 0	4,542 0 0	5,353 0 0	10,543 0 0	1,024	941	4 13 2	11 3 3
Unaided ...	1	1	.....	.....	174 0 0	175 0 0	18	8	.....	.....
Total ...	9	43	.....	.....	.....	.....	1,042	.....	.....	.....
<i>Total of Government and Aided Schools</i>	139	296	71,095 0 0	41,313 0 0	1,630 0 0	67,798 0 0	5,873	4,635	8 13 1	14 7 6
<i>Total of Unaided Schools</i>	3,235	3,246	39,534 0 0	.....	4,568 0 0	44,447 0 0	26,706	19,486	.....	.....
<i>Grand Total</i>	3,374	3,542	.....	.....	.....	.....	32,579	.....	.....	.....

## Orissa Division, Cuttack District.

## Return of Schools in the District of Cuttack.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average daily attendance.
<b>Higher Schools.</b>								
Government	1	10	Rs. A. P. 2,784 0 0	Rs. A. P. 4,842 0 0*	Rs. A. P. .....	Rs. A. P. 7,606 0 0	169	138
<b>Middle Schools.</b>								
Government	9	6	511 0 0	356 0 0	23 0 0	920 0 0	173	155
Aided	14	42	2,103 0 0	2,924 0 0	3,374 0 0	7,827 0 0	709	568
Unaided	19	49	2,644 0 0	3,290 0 0	3,397 0 0	8,747 0 0	892	721
Total	22	55	324 0 0	.....	2,486 0 0	2,810 0 0	125	107
<b>Primary Schools.</b>								
Aided	20	53	.....	.....	.....	.....	1,087	.....
<b>Patshalas.</b>								
Aided	1	9	.....	600 0 0	516 0 0	1,416 0 0	170	160
Unaided	12	16	254 0 0	750 0 0	.....	1,034 0 0	421	355
Total	13	25	284 0 0	1,350 0 0	816 0 0	2,450 0 0	591	515
Total	1,931	1,931	22,000 0 0	.....	.....	22,000 0 0	1,6751	10,400
<b>Normal Schools.</b>								
Government	1	8	.....	11,223 0 0	.....	11,223 0 0	135	118
<b>Girls' Schools.</b>								
Aided	9	27	176 0 0	2,920 0 0	2,454 0 0	5,667 0 0	532	497
Unaided	1	1	.....	.....	171 0 0	175 0 0	18	8
Total	4	28	.....	.....	.....	.....	550	.....
<b>Total of Government and Aided Schools</b>	41	118	5,888 0 0	23,520 0 0	6,667 0 0	35,723 0 0	2,304	1,974
<b>Total of Unaided Schools</b>	1,931	1,931	22,324 0 0	.....	2,684 0 0	24,955 0 0	14,594	10,115
<b>Grand Total</b>	1,973	2,035	.....	.....	.....	.....	17,203	.....

## Reports of Inspectors of Schools.

## Return of Schools in the District of Pooree.

CLASS OF SCHOOLS.	No. of Schools.	No of Masters.	Fees and Fines.	Government Grant.	Local Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average daily attendance.
<i>Higher Schools.</i>								
Government	1	6	Rs. A. P. 1,452 0 0	Rs. A. P. 2,575 0 0	Rs. A. P. 1,580 0 0	Rs. A. P. 5,615 0 0	112	83
<i>Middle Schools.</i>								
Government	14	23	82 0 0	2,408 0 0	15 0 0	2,553 0 0	392	278
Aided	6	15	258 0 0	1,035 0 0	1,365 0 0	2,704 0 0	346	165
Total	20	38	308 0 0	3,501 0 0	1,380 0 0	5,298 0 0	698	431
Unaided	3	6	.....	.....	886 0 0	886 0 0	116	79
Total	23	44	.....	.....	.....	.....	714	.....
<i>Primary Schools.</i>								
Government	2	2	.....	120 0 0	.....	120 0 0	45	38
Aided	1	14	.....	228 0 0	.....	456 0 0	148	113
Patashalas	15	15	82 0 0	708 0 0	228 0 0	790 0 0	347	243
Total	18	31	82 0 0	1,056 0 0	228 0 0	1,366 0 0	500	393
Unaided	286	286	2,500 0 0	.....	.....	2,500 0 0	1,636	1,200
Total	304	317	.....	.....	.....	.....	2,136	.....
<i>Girls' Schools.</i>								
Aided	1	6	.....	720 0 0	818 0 0	1,538 0 0	176	172
Total of Government and Aided Schools	40	81	1,872 0 0	7,652 0 0	3,886 0 0	13,798 0 0	1,894	1,079
Total of Unaided Schools	289	292	2,500 0 0	.....	886 0 0	3,486 0 0	1,753	1,279
Grand Total	329	373	.....	.....	.....	.....	3,188	.....

## Orissa Division, Balasore District.

## Return of Schools in the District of Balasore.

Class of Schools.	No. of Schools.	No. of Masters.	Eges and Fines.	Government Grant.	Local Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average daily attendance.
<i>Higher Schools.</i>								
Government ...	1	6	Rs. A. P. 1,509 0 0	Rs. A. P. 1,825 0 0	Rs. A. P. .....	Rs. A. P. 3,334 0 0	118	103
Government Aided ...	3	6	109 0 0	696 0 0	53 0 0	852 0 0	113	92
... ..	9	26	1,025 0 0	2,157 0 0	2,864 0 0	5,346 0 0	477	360
<b>Total</b> ...	12	33	1,134 0 0	2,813 0 0	2,917 0 0	6,200 0 0	590	453
<i>Primary Schools.</i>								
Aided ...	12	13	1 0 0	498 0 0	.....	499 0 0	150	100
Patshalas ...	13	13	200 0 0	690 0 0	115 0 0	1,405 0 0	395	315
<b>Total</b> ...	25	25	201 0 0	1,178 0 0	115 0 0	1,494 0 0	545	416
Unaided ...	1,010	1,010	15,000 0 0	.....	.....	15,000 0 0	9,947	6,000
<b>Total</b> ...	1,035	1,035	.....	.....	.....	.....	10,393	.....
<i>Normal Schools.</i>								
Aided ...	1	4	.....	630 0 0	630 0 0	1,260 0 0	62	53
Unaided ...	4	9	220 0 0	1,003 0 0	2,058 0 0	3,303 0 0	316	283
<b>Total</b> ...	5	13	3,061 0 0	7,453 0 0	5,749 0 0	15,596 0 0	1,631	1,317
<b>Total of Government and Aided Schools</b> ...	1,010	1,010	15,000 0 0	.....	.....	15,000 0 0	9,947	6,000
<b>Total of Unaided Schools</b> ...	1,035	1,035	.....	.....	.....	.....	10,393	.....
<b>Grand Total</b> ...	1,035	1,035	.....	.....	.....	.....	17,539	.....

## Return of Schools in the Cuttack Tributary Tehsils.

Government ...	8	16	.....	2,073 0 0	84 0 0	2,073 0 0	312	194
Unaided ...	1	6	6 0 0	.....	.....	6 0 0	45	70
<b>Total</b> ...	9	22	.....	.....	.....	.....	357	.....
<i>Primary Schools.</i>								
Government ...	1	7	231 0 0	389 0 0	65 0 0	611 0 0	235	137
Unaided ...	8	8	24 0 0	.....	.....	92 0 0	29	21
<b>Total</b> ...	9	15	.....	.....	.....	.....	263	.....
<b>Total of Government and Aided Schools</b> ...	15	23	231 0 0	2,453 0 0	.....	2,454 0 0	517	325
<b>Total of Unaided Schools</b> ...	3	7	30 0 0	.....	932 0 0	976 0 0	113	91
<b>Grand Total</b> ...	17	30	.....	.....	.....	.....	630	.....

## Reports of Inspectors of Schools.

CHOTA NAGPORE.  
Return of Schools in the Chota Nagpore Commissionership.

Class of Schools.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average daily attendance.	Cost to Government per each Pupil.	Total cost of each Pupil.
<b>Higher Schools.</b>										
Government	3	16	2,536 13 0	7,757 12 0	.....	10,294 9 0	276	214	36 4 0	48 1 8
Aided	1	4	214 4 0	456 0 0	685 12 0	1,307 2 9	46	40	11 6 4	33 10 10
Total	4	20	2,751 1 0	8,213 12 0	685 12 0	11,601 11 9	322	254	33 5 4	45 10 9
<b>Middle Schools.</b>										
Government	15	33	1,043 2 6	6,488 14 11	.....	7,531 1 5	831	634	10 2 9	11 14 0
Aided	22	73	2,681 10 0	5,104 0 9	11,423 15 3	19,031 14 6	1,246	995	5 2 0	19 2 0
Total	37	106	3,703 12 6	11,592 15 8	11,423 15 3	26,563 15 11	2,077	1,629	7 1 10	16 4 10
Unaided	2	6	120 1 0	.....	1,343 10 9	1,351 10 9	103	91	.....	.....
Total	39	112	.....	.....	.....	.....	2,179	.....	.....	.....
<b>Primary Schools.</b>										
Aided	73	16	9 1 6	831 15 6	813 13 1	1,655 9 1	439	269	3 8 8	6 2 5
Peshkhas	19	19	322 11 6	299 0 9	.....	621 12 3	510	374	0 12 9	1 10 9
Total	92	35	331 13 0	1,131 0 3	813 13 1	2,277 5 4	949	643	1 12 1	3 8 8
Unaided	138	138	.....	.....	49 0 0	49 0 0	2,185	60	.....	.....
Total	173	173	.....	.....	.....	.....	3,134	.....	.....	.....
<b>Normal Schools.</b>										
Aided	1	2	.....	50 0 0	1,700 0 0	1,750 0 0	20	19	2 10 1	92 1 8
<b>Girls' Schools.</b>										
Aided	1	2	.....	123 0 0	950 14 3	1,051 0 7	31	16	8 0 0	65 11 0
Unaided	1	1	.....	.....	442 4 9	363 15 10	13	10	.....	.....
Total	2	3	.....	.....	.....	.....	44	.....	.....	.....
Total of Government and Aided Schools	78	165	6,796 10 6	21,115 11 11	15,573 6 7	43,243 1 7	3,399	2,561	8 3 11	16 14 1
Total of Unaided Schools	141	145	120 1 0	.....	1,833 15 6	1,762 10 7	2,299	161	.....	.....
Grand Total	219	310	.....	.....	.....	.....	5,698	.....	.....	.....

## Chota Nagpore Division, Hazareebaugh District.

## Return of Schools in the District of Hazareebaugh.

Class of Schools.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
<i>Higher Schools.</i>								
Government	1	5	Rs. A. P. 707 3 0	Rs. A. P. 2,001 0 0	Rs. A. P. .....	Rs. A. P. 2,708 3 0	68	53
<i>Middle Schools.</i>								
Government	2	8	232 4 0	1,098 15 3	.....	1,329 3 3	203	165
Aided	3	10	249 14 0	595 0 0	890 5 6	1,759 8 9	159	120
Total	7	19	482 2 0	1,693 15 3	980 5 6	3,058 12 0	361	285
Unaided	2	6	120 1 0	.....	1,343 10 9	1,351 10 9	102	91
Total	9	25	.....	.....	.....	.....	463	.....
<i>Primary Schools.</i>								
Panchayat	3	3	15 11 6	10 11 0	.....	26 6 6	59	62
Unaided	43	43	.....	.....	.....	.....	605	.....
Total	46	46	.....	.....	.....	.....	664	.....
Total of Government and Aided Schools	11	26	1,275 0 6	3,793 10 5	990 5 6	5,913 5 6	516	390
Total of Unaided Schools	45	49	150 1 0	.....	1,343 10 9	1,351 10 9	707	91
Grand Total	56	75	.....	.....	.....	.....	1,223	.....

## Reports of Inspectors of Schools.

## Return of Schools in the District of Lohardugga.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Fees and Fines. Ra. A. P.	Government Grant. Ra. A. P.	Local Subscrip- tions, &c. Ra. A. P.	Total cost. Ra. A. P.	No. of Pupils on 31st March 1872.	Average attendance daily.
<i>Higher Schools.</i>								
Government ...	1	7	795 10 0	3,033 12 0	.....	3,828 6 0	138	101
<i>Middle Schools.</i>								
Government ...	3	6	100 11 0	870 7 8	.....	971 2 8	125	91
Aided ...	4	24	386 4 0	1,186 0 0	7,404 13 0	8,977 1 0	483	390
Total ...	7	30	486 15 0	2,056 7 8	7,404 13 0	9,948 3 8	607	481
<i>Primary Schools.</i>								
Aided ...	13	13	9 1 6	693 1 6	533 0 1	1,234 3 1	221	181
Unaided ...	3	3	.....	.....	48 0 0	48 0 0	61	60
Total ...	16	16	.....	.....	.....	.....	282	.....
<i>Normal Schools.</i>								
Aided ...	1	2	.....	50 0 0	1,700 0 0	1,750 0 0	20	19
<i>Girls' Schools.</i>								
Unaided ...	1	1	.....	.....	442 4 9	382 15 10	12	10
Total of Government and Aided Schools ...	23	52	1,391 10 6	5,532 5 2	9,637 13 1	16,761 12 9	986	793
Total of Unaided Schools ...	4	4	.....	.....	490 4 9	410 15 10	73	70
Grand Total ...	28	56	.....	.....	.....	.....	1,059	.....

## Chota Nagpore Division, Singhbhum District.

## Return of Schools in the District of Singhbhum.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscrip- tions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
<b>Middle Schools.</b>								
Government	5	13	Rs. A. P. 551 2 0	Rs. A. P. 3,692 6 6	Rs. A. P. .....	Rs. A. P. 4,233 8 6	371	274
Aided	1	3	.....	382 7 0	579 9 0	962 0 0	47	38
Total	6	16	551 2 0	4,074 13 6	579 9 0	5,105 8 6	418	312
<b>Primary Schools.</b>								
Aided	3	3	.....	189 14 0	279 13 0	421 6 0	218	108
Pathshalas	5	5	.....	.....	.....	.....	105	58
Total	8	8	.....	189 14 0	279 13 0	421 6 0	323	166
Unaided	20	20	.....	.....	.....	.....	281	.....
Total	23	28	.....	.....	.....	.....	604	.....
<b>Total of Government and Aided Schools</b>								
	14	24	551 2 0	4,204 11 6	859 6 0	5,618 13 6	741	478
<b>Total of Unaided Schools</b>								
	20	30	.....	.....	.....	.....	251	.....
Grand Total	34	44	.....	.....	.....	.....	1,022	.....



## Reports of Inspectors of Schools.

## Return of Schools in the District of Maunabo.

CLASS OF SCHOOLS.	No. of Schools.	No. of Masters.	Fees and Fines.	Government Grant.	Local Subscriptions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
<i>Higher Schools.</i>								
Government Aided	1	4	Rs. A. P. 1,034 0 0	Rs. A. P. 2,633 0 0	Rs. A. P. 655 12 0	Rs. A. P. 3,667 0 0	73	61
	1	4	214 4 0	456 0 0		1,607 2 9	46	40
Total	2	8	1,248 4 0	3,089 0 0	655 12 0	4,974 2 9	118	101
<i>Middle Schools.</i>								
Government Aided	3	6	159 1 6	839 1 6		997 3 0	133	104
	14	26	2,025 8 0	2,040 9 9	2,449 3 9	7,833 4 9	539	447
Total	17	42	2,183 9 6	3,779 11 3	2,449 3 9	8,330 7 9	691	551
<i>Primary Schools.</i>								
Partially Unaided	11	11	307 0 0	288 5 9		595 5 6	315	254
	72	72					1,236	
Total	83	83					1,554	
<i>Girls' Schools.</i>								
Aided	1	2		129 0 0	950 14 3	1,081 0 7	31	16
Total of Government and Aided Schools	31	63	3,739 13 6	7,285 1 0	4,085 14 0	14,951 0 10	1,166	923
Total of Unaided Schools	72	72					1,236	
Grand Total	103	135					2,394	

## Assam Division, Assam Commissionership.

## Return of Schools in the Assam Commissionership.

CLASS OF SCHOOLS.	No. of Schools.	No. of Teachers.	Fees and Fines.	Government Grant.	Local Subscrip- tions.	Total cost.	No. of Pupils.	Average atten- dance.	Cost of Government per Pupil.	Total cost per Pupil.
<b>CLUSTER SCHOOLS.</b>										
<b>Higher Schools.</b>										
Government Aided ...	6	31	Rs. A. P. 8,239 15 7	Rs. A. P. 18,048 12 5	Rs. A. P. 732 13 0	Rs. A. P. 27,004 8 6	627	487	Rs. A. P. 38 5 0	Rs. A. P. 54 3 4
Unaided ...	1	7	1,573 4 0	1,200 0 0	621 12 0	3,090 0 0	118	84	14 4 7	42 13 3
<b>Total</b>	7	41	9,809 3 1	19,248 12 5	1,354 0 0	30,004 8 6	745	581	33 2 1	52 10 9
<b>Middle Schools.</b>										
Government Aided ...	14	39	4,114 15 0	5,507 14 2	140 0 0	10,205 1 8	1,130	870	6 13 5	11 11 7
Unaided ...	56	60	2,167 7 3	6,437 8 3	6,246 9 3	14,511 8 9	1,299	831	7 11 11	17 13 2
<b>Total</b>	70	99	6,281 6 3	12,333 6 5	6,347 3 3	25,016 10 5	2,429	1,701	7 4 0	14 11 3
<b>Primary Schools.</b>										
Aided ...	53	102	.....	.....	.....	.....	2,547	.....	.....	.....
Unaided ...	48	53	.....	.....	.....	.....	.....	.....	.....	.....
<b>Total</b>	101	155	.....	.....	.....	.....	.....	.....	.....	.....
<b>Normal Schools.</b>										
Government Aided ...	4	5	122 7 7	7,914 11 2	3,207 14 1	11,043 3 0	84	79	100 2 11	101 4 7
Unaided ...	4	4	.....	1,200 0 0	1,713 0 0	2,913 7 6	130	86	9 1 5	29 12 11
<b>Total</b>	8	9	122 7 7	9,114 11 2	4,920 14 1	13,977 2 7	214	145	58 11 6	69 14 1
<b>Girls' Schools.</b>										
Government Aided ...	1	1	.....	316 2 0	46 14 0	272 3 6	23	23	13 11 10	10 1 6
Unaided ...	16	17	.....	1,980 12 0	425 9 0	1,996 5 0	211	189	6 6 3	8 14 7
<b>Total</b>	17	18	.....	1,364 14 0	472 7 0	1,735 8 6	234	182	7 4 4	9 0 10
<b>Total of Government and Aided Schools</b>	261	333	17,843 7 5	54,433 11 0	14,537 8 10	66,905 3 0	7,663	5,143	10 5 7	16 7 10
<b>Total of Unaided Schools</b>	3	3	333 6 9	.....	1,277 4 5	1,660 13 5	118	95	.....	.....
<b>Grand Total</b>	264	336	.....	.....	.....	.....	7,781	.....	.....	.....

## Reports of Inspectors of Schools.

## Return of Schools in the District of Gadapara.

CLASS OF SCHOOLS.	No. of Schools.	No. of Teachers.	Fees and Fines.	Government Grant.	Local Subscrip- tions.	Total cost.	No. of Pupils.	Average attendance daily.
<i>Higher Schools.</i>								
Government ...	1	6	Rs. A. P. 753 4 6	Rs. A. P. 2,816 0 0	Rs. A. P. 732 13 0	Rs. A. P. 4,302 1 6	63	60
<i>Middle Schools.</i>								
Aided ...	14	24	718 2 6	2,736 0 0	3,300 14 3	6,755 0 9	545	322
Unaided ...	1	2	57 7 9	.....	1,277 4 8	1,334 12 5	40	40
Total ...	15	26	.....	.....	.....	.....	585	.....
<i>Primary Schools.</i>								
Pathshala ...	12	12	.....	1,224 0 0	853 0 0	2,182 0 0	314	.....
<i>Normal Schools.</i>								
Aided ...	1	1	.....	.....	.....	.....	25	.....
<i>Girls' Schools.</i>								
Aided ...	2	2	.....	144 0 0	43 5 0	192 5 0	29	23
Total of Government and Aided Schools	30	45	1,471 7 0	6,920 0 0	5,040 0 3	13,431 7 3	880	404
Total of Unaided Schools...	1	2	57 7 9	.....	1,277 4 8	1,334 12 5	40	40
Grand Total	31	47	.....	.....	.....	.....	920	.....

## Assam Division, Kamroop District.

## Return of Schools in the District of Kamroop.

CLASS OF SCHOOLS.		No. of Schools.		No. of Teachers.		Fees and Fines.		Government Grant.		Local Subscriptions, &c.		Total cost.		No. of Pupils.		Average attendance daily.	
						Rs. A. P.		Rs. A. P.		Rs. A. P.		Rs. A. P.					
<i>Higher Schools.</i>																	
Government Aided	...	1	...	8	...	2,903	0 0	5,771	1 10	...	...	8,676	10 10	208	...	179	...
...	...	1	...	7	...	1,575	4 0	1,200	0 0	821	13 0	3,900	0 0	118	...	84	...
Total		2	...	15	...	4,478	13 0	6,971	1 10	821	12 0	12,576	10 10	326	...	263	...
<i>Middle Schools.</i>																	
Government Aided	...	6	...	15	...	1,257	0 6	2,607	6 6	...	...	3,504	7 0	392	...	258	...
...	...	6	...	10	...	517	7 6	1,018	6 3	712	2 0	2,279	1 9	208	...	159	...
Total		12	...	25	...	1,874	8 0	3,625	14 9	742	2 0	6,173	8 9	537	...	385	...
<i>Primary Schools.</i>																	
Patchalas	...	45	...	45	...	874	1 6	2,909	0 0	...	...	3,082	1 6	2,163	...	912	...
<i>Normal Schools.</i>																	
Government	...	1	...	1	...	47	2 4	1,394	6 10	...	...	1,441	9 2	20	...	20	...
<i>Girls' Schools.</i>																	
Aided	...	4	...	5	...	...	...	372	0 0	219	0 0	500	0 0	59	...	41	...
Total of Government and Aided Schools		64	...	89	...	7,299	9 10	13,172	7 5	1,751	14 0	24,163	14 3	2,124	...	1,631	...
Grand Total		64	...	91	...	...	...	...	...	...	...	...	...	2,124	...	...	...

## Reports of Inspectors of Schools.

## Return of Schools in the District of Durrang.

CLASS OF SCHOOLS.	No. of Schools.	No. of Teachers.	Fees and Fines	Government Grant.	Local Subscrip- tions, &c.	Total cost.	No. of Pupils on 31st March 1872.	Average attendance daily.
<i>Higher Schools.</i>								
Government ...	1	4	Rs. A. P. 493 0 1	Rs. A. P. 2,378 14 11	Rs. A. P. .....	Rs. A. P. 2,871 15 0	45	37
<i>Middle Schools.</i>								
Government ...	2	3	144 14 0	574 2 10	.....	719 0 10	84	65
Aided ...	3	5	300 5 9	738 0 0	708 2 9	1,746 8 6	91	75
Total ...	4	8	445 3 9	1,312 2 10	708 2 9	2,465 9 4	175	110
<i>Primary Schools.</i>								
Pethahals ...	21	21	90 1 0	2,080 0 0	.....	2,180 1 0	443	315
<i>Normal Schools.</i>								
Aided ...	1	1	.....	.....	.....	.....	30	24
<i>Girls' Schools.</i>								
Aided ...	3	3	.....	182 0 0	5 0 0	187 0 0	37	26
Total of Government and Aided Schools	31	37	1,028 4 10	5,963 1 9	713 2 9	7,704 9 4	780	543
Grand Total	31	37	.....	.....	.....	.....	780	543

# APPENDIX D.

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## Assam Division, Nongong District.

### Return of Schools in the District of Nongong.

CLASS OF SCHOOLS.		No. of Schools.	No. of Teachers.	Fees and Fines.	Government Grant.	Local Subscrip- tions, &c.	Total cost.	No. of Pupils.	Average attendance daily.
<b>Higher Schools.</b>									
Government	...	1	5	Rs. A. P. 1,132 12 0	Rs. A. P. 2,532 9 9	Rs. A. P. .....	Rs. A. P. 3,065 5 9	95	68
<b>Middle Schools.</b>									
Government	...	1	5	Rs. A. P. 533 15 3	Rs. A. P. 381 0 9	.....	.....	.....	.....
Aided	...	10	16	Rs. A. P. 575 8 9	Rs. A. P. 1,401 0 0	.....	Rs. A. P. 970 0 0	193	127
Unaided	...	11	21	Rs. A. P. 1,114 8 0	Rs. A. P. 1,762 0 9	.....	Rs. A. P. 2,445 15 0	304	227
Total	...	1	1	Rs. A. P. 60 8 0	.....	.....	Rs. A. P. 3,745 15 0	497	351
Total	...	12	22	.....	.....	.....	Rs. A. P. 60 8 0	9	8
<b>Primary Schools.</b>									
Patchals	...	23	23	Rs. A. P. 350 9 0	Rs. A. P. 1,533 10 0	Rs. A. P. 73 0 0	Rs. A. P. 1,959 3 0	692	464
<b>Normal Schools.</b>									
Government	...	1	1	.....	Rs. A. P. 1,612 11 3	.....	Rs. A. P. 1,012 11 3	14	11
Aided	...	1	1	.....	Rs. A. P. 600 0 0	Rs. A. P. 1,363 7 6	Rs. A. P. 1,963 7 6	50	42
Total	...	2	2	.....	Rs. A. P. 1,612 11 3	Rs. A. P. 1,366 7 6	Rs. A. P. 2,979 2 9	64	53
<b>Girls' Schools.</b>									
Aided	...	1	1	.....	Rs. A. P. 600 0 0	.....	Rs. A. P. 60 0 0	60	15
Total of Government and Aided Schools	...	38	52	Rs. A. P. 2,587 13 0	Rs. A. P. 7,572 15 9	Rs. A. P. 2,303 13 9	Rs. A. P. 12,463 10 6	1,364	944
Total of Unaided Schools	...	1	1	Rs. A. P. 60 8 0	.....	.....	Rs. A. P. 60 8 0	9	8
Grand Total	...	39	53	.....	.....	.....	.....	1,373	.....

## Reports of Inspectors of Schools.

## Return of Schools in the District of Seesaugor.

CLASS OF SCHOOLS.	No. of Schools.	No. of Teachers.	Fees and Fines.	Government Grant.	Local Subscriptions, &c.	Total cost.	No. of Pupils.	Average attendance daily.
<i>Higher Schools.</i>								
Government ...	1	5	Rs. A. P. 1,333 12 0	Rs. A. P. 2,292 14 0	Rs. A. P. .....	Rs. A. P. 2,633 0 0	134	93
<i>Middle Schools.</i>								
Government ...	2	8	1,158 0 0	803 0 0	.....	1,961 0 0	269	215
Unaided ...	1	.....	265 0 9	.....	.....	265 9 0	69	47
Total	3	.....	.....	.....	.....	.....	333	.....
<i>Primary Schools.</i>								
Panchas ...	20	20	160 11 0	1,273 0 0	.....	1,433 11 0	494	303
<i>Normal Schools.</i>								
Government ...	1	1	.....	1,307 9 1	.....	1,307 9 1	13	10
<i>Girls' Schools.</i>								
Aided ...	2	3	.....	193 0 0	.....	193 0 0	33	24
Total of Government and Aided Schools	26	36	2,682 7 0	5,573 13 1	.....	8,255 4 1	923	644
Total of Unaided Schools	1	.....	265 9 0	.....	.....	265 9 0	69	47
Grand Total	27	.....	.....	.....	.....	.....	991	.....

## Return of Schools in the District of Luckimpore.

<i>Higher Schools.</i>								
Government ...	1	6	1,604 9 6	2,250 13 11	.....	3,855 7 5	77	60
<i>Middle Schools.</i>								
Government ...	2	6	876 15 3	603 14 7	.....	1,480 13 4	260	133
Total of Government and Aided Schools	3	12	2,481 9 9	2,854 12 0	.....	5,336 4 9	243	193
Grand Total	3	13	.....	.....	.....	.....	243	.....

# APPENDIX D.

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## Assam Division, Khasi, Jynteah, and Garo Hills.

### Return of Schools in the Khasi and Jynteah Hills.

CLASS OF SCHOOLS.	No. of Schools.	No. of Teachers.	Fees and Fines.	Government Grant.	Subscriptions, &c.	Total cost.	No. of Pupils.	Average attendance daily.
<i>Middle Schools.</i>								
Government ..	1	2	Rs. A. P. 83 2 0	Rs. A. P. 945 6 0	Rs. A. P. 140 10 0	Rs. A. P. 1,219 12 6	86	60
Aided ..	3	5	55 14 9	543 0 0	588 0 0	1,184 14 9	154	70
Total ..	4	7	139 0 9	1,488 6 0	728 10 0	2,404 11 3	240	147
<i>Primary Schools.</i>								
Aided ..	43	55	.....	2,501 5 0	3,207 14 1	6,029 2 1	996	541
<i>Normal Schools.</i>								
Government ..	1	2	75 5 3	4,200 0 0	.....	4,200 0 0	37	38
<i>Girls' Schools.</i>								
Government ..	1	1	.....	316 2 0	46 14 0	232 3 6	29	23
Aided ..	4	4	.....	130 12 0	154 4 0	285 0 0	49	41
Total ..	5	5	.....	446 14 0	201 2 0	517 3 6	78	64
Grand Total ..	53	69	214 6 0	8,942 9 0	4,135 10 1	13,211 0 10	1,161	790

### Return of Schools in the Garo Hills.

<i>Primary Schools.</i>								
Pethalas ..	13	12	.....	624 0 0	682 0 0	1,306 0 0	214	.....
Aided ..	1	1	.....	600 0 0	276 0 0	676 0 0	25	.....
Total of Government and Aided Schools ..	13	13	.....	1,224 0 0	958 0 0	2,182 0 0	239	.....



# APPENDIX D.

## Reports of Inspectors of Schools.

Summary of Schools known to, or inspected by, the Educational Department in the Lower Provinces of Bengal, on the 31st March 1872.

CLASS OF SCHOOLS.	Number of Schools.	Number of Teachers.	REVENUE.			Expenditure.	Number of Pupils on 31st March 1872.	Average attendance daily.	Cost to Government per Pupil.	Total cost per Pupil.
			Fees, Fines, &c.	Government Grant.	Subscriptions, Endowments, &c.					
Higher Schools.										
Government ...	52	487	2,03,177 6 1	1,90,056 1 11	26,393 15 11	4,18,018 11 9	10,293	7,928	23 15 9	53 11 11
Aided ...	78	467	77,593 1 9	61,690 4 9	59,227 9 7	1,69,240 2 6	6,112	5,852	8 13 0	33 5 4
Total ...	130	954	2,80,770 7 10	2,41,646 6 8	85,620 9 6	6,07,258 14 5	16,405	13,778	17 8 11	44 1 3
Unaided ...	47	369	.....	.....	.....	.....	11,629	.....	.....	.....
Total ...	177	1,323	.....	.....	.....	.....	30,023	.....	.....	.....
Middle Schools.										
Government ...	292	526	89,363 9 0	68,569 3 3	2,341 1 3	1,09,448 23 11	12,642	9,309	7 6 4	11 13 1
Aided ...	1,240	2,574	1,05,394 15 5	2,51,953 10 0	2,53,851 15 0	6,82,468 3 10	57,454	49,112	6 0 10	16 3 3
Total ...	1,462	3,400	2,03,763 7 5	3,23,552 13 3	2,61,193 0 3	7,91,917 1 9	70,096	51,421	6 4 8	15 6 5
Unaided ...	196	263	.....	.....	.....	.....	9,027	.....	.....	.....
Total ...	1,658	3,663	.....	.....	.....	.....	79,123	.....	.....	.....

## Lower Provinces of Bengal.

Primary Schools.									
Government ...	20	22	429 10 0	3,770 1 3	.....	4,189 11 3	556	410	9 3 1
Aided ...	618	626	12,006 13 0	21,545 15 2	21,659 2 11	62,818 14 0	18,277	13,474	2 6 6
Patchalas ...	1,913	1,916	42,506 7 9	62,739 12 9	15,198 2 4	1,50,751 11 3	45,916	33,465	2 13 4
Unaided ...	2,454	2,384	54,942 15 3	1,23,355 13 2	36,847 4 11	2,17,770 4 6	64,779	46,049	2 12 4
Total	10,818	10,302	.....	.....	.....	.....	147,987	.....	.....
Total	13,639	12,696	.....	.....	.....	.....	212,686	.....	.....
Normal Schools.									
Government ...	26	67	4,558 5 1	1,19,348 0 6	13 0 0	1,23,324 0 3	1,417	989	120 10 11
Aided ...	15	26	2,651 12 0	12,632 7 4	17,060 14 7	32,215 3 8	436	357	32 12 9
Unaided ...	41	93	7,210 1 1	1,31,605 7 9	17,073 14 7	1,56,139 3 11	1,453	1,356	56 13 2
Total	82	186	.....	.....	.....	.....	14	.....	.....
Total	42	84	.....	.....	.....	.....	1,487	.....	.....
Girls' Schools.									
Government ...	2	5	824 9 0	19,100 5 9	67 14 6	10,004 7 3	115	87	116 3 2
Aided ...	257	448	15,273 5 6	67,571 13 3	80,661 0 10	1,60,160 1 11	8,049	6,162	9 12 7
Unaided ...	290	431	13,039 5 6	73,641 3 0	89,738 15 4	2,74,073 9 6	8,158	9,289	11 4 3
Total	45	84	.....	.....	.....	.....	1,390	.....	.....
Total	344	542	.....	.....	.....	.....	9,515	.....	.....
Total of Government Schools.									
Government ...	322	1,107	2,47,361 13 2	3,92,162 12 7	25,545 15 6	8,49,495 12 11	25,995	19,721	20 15 1
Aided ...	4,961	6,183	3,13,028 10 11	5,04,328 15 3	4,61,046 12 1	12,80,683 5 4	136,235	190,152	5 0 4
Unaided ...	4,355	7,292	5,60,388 8 1	8,96,461 11 10	4,30,404 12 7	19,47,159 2 31	163,250	118,473	7 6 6
Total	12,638	14,582	.....	.....	.....	.....	169,247	.....	.....
Total	12,639	14,583	.....	.....	.....	.....	333,197	.....	.....

H. WOODROW, M.A.,  
Offg. Director of Public Instruction.



# Graduation List of the Bengal Educational Service on 31st December 1872.

No.	Appointment.	Place of appointment.	Names.	Date of appointment to the Government educational service.	Date of appointment to the Government to present grade.	Salaries per mensem.	REMARKS.
	Director of Public Instruction.	Calcutta	W. S. Atkinson, M.A.	May 1860	9th May 1860	Rs. A.P. 2,500 0 0	
FIRST CLASS.—(3 APPOINTMENTS.)							
	Principal	Presidency College	Salaries Rs. 1,250 rising to Rs. 1,500 per mensem in three years.				
	Inspector of Schools	Presidency Circle	James Sutcliffe, M.A.	February 1847	7th February 1853	1,500 0 0	Is also Registrar of the Calcutta University.
			Henry Woodrow, M.A.	April 1854	1st July 1865	1,500 0 0	
SECOND CLASS.—(6 APPOINTMENTS.)							
	Principal	Dacca College	Salaries Rs. 1,000 rising to Rs. 1,250 per mensem in three years.				
			W. Brennan	December 1844	1st July 1863	1,250 0 0	Purlo' for 2 years, from 3rd January 1873. A. W. Croft officiating in the 2nd class.
	Principal	Muhammad Mahsin's College, Hoogley.		September 1846	1st "	1,250 0 0	
	Professor	Presidency College	Henry Francis Blanford	December 1862	11th January 1866	1,250 0 0	Is also Meteorological Reporter to Government.
	Inspector of Schools	East Bengal Circle	C. B. Clarke, M.A.	" 1863	3rd November 1866	1,250 0 0	Leave for 5 months on private affairs from August 1872.
	Professor	Presidency College	C. H. Tawney, M.A.	November 1864	2nd June 1871	1,050 0 0	E. Lethbridge officiating in the 3rd class.
	Inspector of Schools	Western Circle	J. A. Hopkins, C.A.	December 1872	11th December 1872	1,000 0 0	On probation for 6 months.

No.	Appointment.	Place of appointment.	Name.	Date of appointment to the Government educational service.	Date of appointment to present grade.	Salaries per mensem.	REMARKS.
<b>THIRD CLASS.—(9 APPOINTMENTS.)</b> <i>Salaries Rs. 750 rising to Rs. 1,000 per mensem in four years.</i>							
1	Inspector of Schools...	Behar Circle	S. W. Tallon, M.A. & Ph. D.	.....	28th August 1883	Rs. A. P.	
2	Principal	Berhampur College	Robert Hand	October 1840	1st July 1885	1,000 0 0	
3	Principal	Kishnagar College	S. Lobb, M.A.	June 1883	1st " "	1,000 0 0	
4	Professor	Presidency College	M. H. L. Beebe, M.A.	November 1845	29th May 1880	1,000 0 0	Furlough for 10 months, from January 1873.
5	Principal	Patna College	J. W. McGiville, M.A.	January 1867	31st January 1867	1,000 0 0	
6	Inspector of Schools	Assam Circle	G. Bellott, M.A.	October 1880	28th October 1883	925 0 0	Leave for 1 year on medical certificate from 23rd July 1872. C. A. Martin officiating in the 3rd class.
7	Professor	Presidency College, O. E. Dept.	M. Scott, B.A.	February 1885	9th January 1889	925 0 0	
8	Professor	Presidency College	Alfred Woodley Croft, M.A.	December "	2nd June 1871	800 0 0	On duty as Officiating Principal of the Dacca College, and officiating in the 2nd class.
9	Vacant.						
<b>FOURTH CLASS.—(20 APPOINTMENTS.)</b> <i>Salaries Rs. 500 rising to Rs. 750 per mensem in five years.</i>							
1	Professor	Patna College	J. K. Rogers	May 1841	23rd July 1882	750 0 0	
2	Assistant Professor	Calcutta Madrasah	H. Blochmann, M.A.	April 1885	1st April 1885	750 0 0	
3	Professor	Patna College	D. Caraduff	October 1886	7th March 1885	750 0 0	Services placed temporarily under the Government of India, Home Department, for employment in the Central Provinces, 13th August 1872.

4	Professor	...	Kishnaghat College	{ Caulfield Aylmer Ed Martin, B.A. & L.B.	November 1864	1st July 1865	750 0 0	Officiating Inspector of Schools, Assam Circle, and officiating in 3rd class
5	Professor	...	Presidency College	J. Nesfield, M.A.	February 1866	22nd January 1867	750 0 0	Services placed temporarily under the Chief Commissioner of British Burma, 26th April 1872.
6	Inspector of Schools	...	Rajshahye Circle	Bhudev Mukherji	1848	1st April 1867	750 0 0	Special leave for 6 months from 27th November 1872. Re-sanna K. near Sarabdhikha officiating in the 4th class.
7	Assistant Professor	...	Presidency College	Pyaricharan Sarkar	December 1865	1st	750 0 0	
8	Assistant Professor	...	Presidency College	W. Robson, M.D.	" 1867	17th December 1867	750 0 0	
9	Assistant Professor	...	Presidency College	W. McLaren Smith, M.A.	"	21st February 1868	650 0 0	
10	Professor	...	Patna College	Alfred Ewbank, M.A.	"	29th	650 0 0	
11	Professor	...	Muhammad Mahsin's College, Mooghly.	R. Parry	January 1865	6th March	700 0 0	
12	Assistant Professor	...	Presidency College	Mahescharandra Banerji	March 1869	24th August	700 0 0	
13	Professor	...	Presidency College	E. Lethbridge, M.A.	June 1868	27th October	650 0 0	Officiating in the 3rd class.
14	Professor	...	Dacca College	A. W. Garrett, M.A.	"	9th December	600 0 0	
15	Assistant Professor	...	Presidency College, C. E. Dept.	S. F. Downing, B.A.	July 1869	15th September 1869	600 0 0	
16	Assistant Professor	...	Presidency College	W. G. Willson, M.A.	January 1870	10th January 1870	600 0 0	
17	Assistant Professor	...	Presidency College	W. Griffiths, M.A.	July 1869	20th	600 0 0	
18	Professor	...	Hoochly College	Frederick James Rowe, B.A.	June 1870	15th June	520 0 0	
19	Vacant.	...						
20	Vacant.	...						









